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DIVISION OF PUBLIC LIBRARIES AND DIVISION OF ELEMENTARY
AND SECONDARY EDUCATION AND NORMAL SCHOOLS

Library Service for Schools

A MANUAL

FOR TEACHERS AND LIBRARIANS

TO BE KEPT IN THE SCHOOL OR LIBRARY

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FOREWORD.


The purpose of this manual is to assist teachers, and those preparing to be teachers, to gain access to the rich stores of literature and illustrative material now at their disposal. The generous and wise use of such material has already transformed many a school.

The school and the library need each other. Neither can fully perform its function without the other. To help the library to know the needs of the school and the school to know the resources of the libraries is one of the chief purposes of this manual.

The agencies for supplying library and illustrative material to the schools are increasing so rapidly in number and in the scope of their activities that this manual is necessarily incomplete. Information regarding agencies not here included and services not mentioned is earnestly requested. Such information should be sent to the Division of Public Libraries, Department of Education, State House, Boston.

Miss Martha C. Pritchard, former librarian, Bridgewater Normal School, originated the idea of the manual and prepared the first draft.

An Appendix, prepared by a committee of school librarians, gives an outline of lessons on the use of books and libraries.



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LIBRARY SERVICE FOR SCHOOLS.

I. COOPERATION OF PUBLIC LIBRARIES WITH THE SCHOOLS.

Every city and every town in Massachusetts has public library service. With only one exception¹ each of the 354 cities and towns has one or more public libraries. A full list of the public libraries is given in each report of the Division of Public Libraries of the State Department of Education. This report may be found at any public library, or will be sent to any one upon request. Other data are given in alternate years, such as the hours when the libraries are open, the number of volumes, and the names of the librarians.

These public libraries are offering valuable services to the schools, as may be seen from the following sections.

1. CIRCULATING CLASSROOM LIBRARIES.

Definition. — A circulating classroom library is a group of books that may be borrowed by a teacher for temporary use. A group should include at least as many books as there are pupils in the class. Usually these books may circulate in the homes of the pupils, being charged by the teacher and returned to her.

Purpose. — Such groups of books are used in connection with school subjects and for recreational reading. They should also help the public library to reach homes not yet using the library.

Procedure. — Any library in the State may furnish classroom libraries to schools. Upon application to the local librarian a teacher can ascertain how to secure such a library.

In small towns whose valuation is less than \$1,000,000 the Division of Public Libraries of the State Department of Educa-

¹ Newbury does not have a public library, but pays for service in the Newburyport Public Library.

tion will send to the public library sets for school use. Apply to the local librarian, giving a list of the books, or the general subject, and the number of books wanted, and the Division will, in so far as possible, send these books to the public library.

The following methods employed at Haverhill, Springfield, and Boston are suggestive:—

Haverhill sends books monthly to grades 4 to 9. The city schools are divided into four districts, and books are sent to one of these districts each week. The teachers are expected on a Monday to send in cards with requests for the month. During the week these requests are filled and books are sent out on Friday of that week, when the old set is collected. All books are sent in baskets. In each basket is an envelope containing an *ordering card* bearing the numbers of the books in the basket, and dates when sent and when to be returned. The ordering card gives the date when the new order list is due. The envelope contains also a fresh card on which the teacher may write the names or numbers of new books or the kind and number desired. A bunch of charging slips is included. In the basket to the assistant principal is sent a stamped addressed envelope for returning the new order cards. When the teacher returns the basket she puts the charging slips used during the last month into the envelope. From these charging slips a record is made of the circulation for that month by classes and by schools. All requests are filled as far as possible, and the librarian uses her judgment in supplying deficiencies up to the number of books desired. To avoid congestion and delay at the opening of the school year, orders for the sets desired in September are sent to the library in June.

The Springfield City Library furnishes typewritten lists for each grade, 1 to 5, prepared by the supervisor of primary grades and the children's librarian. Twenty-five titles are included in each set. Each class receives two sets at one time. No teacher is limited to the books on these lists, but may, if she prefers, make her own selection. All teachers above the fifth grade select their own books. Sets are retained in one school a half year, and may be exchanged, renewed, or transferred for the second half.

Boston Public Library sends out classroom libraries to all teachers who make application, in the public or parochial schools of the city. Normally some 1,200 teachers are supplied with books, to the number of 45,000 volumes a year. These books are not made up in sets, but are selected to meet the wants of individual teachers, both as to the kind of reading and the number of volumes. The time of use and exchange is also not fixed. The branches as well as the Central Library act as distributing centers.

2. INTER-LIBRARY LOAN PRIVILEGE.

Provisions of the State Law. — “Any public library may lend its books to any other public library in any city or town, under such conditions and regulations as may be made in writing by the board of trustees so lending.”

Purpose. — To supply books for study purposes to serious readers in any community however isolated.

Procedure. — The teacher should give the local librarian a list of books desired or state the topic under consideration. The librarian asks the inter-library loan privilege of a neighboring large library, or of a library possessing a special collection. Books are sent to the local library. Parcel post is usually paid by the borrower. The books may be kept a definite time in accordance with rules of the lending library. The teacher returns the books to the local librarian, who returns them to the lending library.

3. PICTURE COLLECTIONS.

Definition. — An increasing number of libraries are making collections of mounted pictures for use in schools. The pictures consist of good prints saved from magazines and old books, picture post-cards, advertising material, etc., and of pictures purchased from such firms as the following: Brown Picture Company, 38 Lovett Street, Boston, Mass.; Cosmos Picture Company, 481 8th Avenue, New York City; Elson Art Company, 146 Oliver Street, Boston, Mass.; Perry Pictures Company, 42 Dartmouth Street, Malden, Mass.; University Prints Company, Newton, Mass. These prints are mounted, marked with the subject, and filed alphabetically. They may be drawn by schools or individuals just as books are drawn. Some librarians lend sets of stereoscopic views and the stereoscope as well.

Procedure. — Apply at the public library for the regulations.

Sources. — Any school or library in the State may borrow from the Children's Museum, the Library Art Club, the Boston Museum of Fine Arts, and the Woman's Education Association. Schools in the towns listed on page 11 may also borrow such collections from the local public library.

Children's Museum. — To borrow from the Children's Museum, address Miss Delia I. Griffin, Director, Children's Museum of Boston, Jamaica Plain, Mass. This Museum will lend minerals, shells, and photographs at any time to schools throughout New England. The photographs represent art and architecture of France. French war posters are also available. Transportation is by express, and must be paid both ways by the borrower. It will also be necessary for the borrower to insure the French war posters.

Library Art Club. — To borrow from the Library Art Club, ascertain if the library of your city or town is a member, in which case ask for the catalog and select from the pages marked "Available sets." The librarian should then apply to the secretary, Miss Beatrice E. Kelliher, Librarian, Indian Orchard Branch, Springfield, Mass., giving the address of the school. A set may be kept three weeks, or longer if no other call comes for it. This applies to New England only. Express must be paid both ways. The club now owns over 10,000 pictures, arranged in sets, plainly marked, often with explanatory text, and admirably adapted to school use. Schools, as well as libraries, are eligible for membership. Fee, \$11 for entrance, and \$6 annually thereafter.

Boston Museum of Fine Arts. — To borrow from the Museum of Fine Arts, address Director's Office, Museum of Fine Arts, Boston. The Museum will lend collections of lantern slides and photographs to schools in the State when not needed at the museum. Subjects: European and American paintings; Egyptian, Greek and Roman art; Oriental art; architecture of all periods; minor arts. Carriage both ways and cost of replacing broken slides must be paid by the borrower.

Woman's Education Association. — To borrow from the Woman's Education Association, write to the secretary of the committee on libraries, Miss Alice G. Chandler, Lancaster, Mass., and she will state what sets, if any, are available. The pictures are intended principally for circulation among small libraries in Massachusetts only. Express one way is paid by the association.

For further discussion of picture collections see —

- Dana and Gardner. Aids in High School Teaching; Pictures and Objects. 1918. \$1. In Modern American Library Economy Series. V. 2, pt. 19. Elm Tree Press.
- Picture collection, rev. 1917. \$1.30. In Modern American Library Economy Series. V. 2. Elm Tree Press.
- Fay and Eaton. Use of Books and Libraries. 1919. \$2.75. pp. 20, 446-449. Boston Bk.

LIST OF CITIES AND TOWNS HAVING IN THEIR PUBLIC LIBRARIES PICTURE COLLECTIONS TO LEND TO SCHOOLS.

Arlington.	Hardwick (Gilbertville).	Petersham.
Ashland.	Haverhill.	Pittsfield.
Attleboro.	Hopedale.	Plymouth.
Auburn.	Ipswich.	Quincy.
Becket.	Lancaster.	Randolph.
Bellingham.	Leicester.	Shrewsbury.
Belmont.	Leominster.	Somerville.
Bernardston.	Lexington.	Southbridge.
Boston.	Lowell.	Springfield.
Bridgewater.	Lunenburg.	Uxbridge.
Brookfield.	Lynn.	Wakefield.
Brookline.	Malden.	Wales.
Burlington.	Marlborough.	Walpole.
Chicopee.	Medford.	Waltham.
Cohasset.	Middleborough.	Ware.
Dalton.	Milton.	Watertown.
Danvers.	Monson.	Webster.
Deerfield.	Montague (Turners Falls).	Wellesley.
Douglas.	Natick.	West Boylston.
Fairhaven.	New Bedford.	West Springfield.
Georgetown.	Newburyport.	Westfield.
Gloucester.	Newton.	Wilbraham.
Grafton.	North Adams.	Worcester.
Greenfield.	North Andover.	

4. SPECIAL PRIVILEGES FOR SCHOOLS.

Teachers' Cards. — Practically every library in the Commonwealth issues teachers' cards which allow special latitude in the number of books to be borrowed and the length of time that they may be kept.

Special Shelves. — On request from a teacher, most librarians are glad to assign shelves upon which books may be reserved for ready access. The teacher should advise the librarian of books she desires to have accessible in this way before giving assignments to the pupils, in order that the books may be held at the library.

Special Collections. — Almost every library has some special collection of value in school work, such as: —

Local history: Leominster, Stockbridge.

Local industries: North Adams.

Natural history collection: Fitchburg.

School work representing each department of curriculum for annual exhibit: Malden.

See also "Museums," page 15.

5. SCHOOL REFERENCE WORK AT PUBLIC LIBRARIES.

Some large libraries have a special room, usually near the children's room, for school reference work.

A notable example is the beautiful teachers' room of the Boston Public Library. Here are gathered general reference books, books and magazines on education, pamphlets and pictures of use to teachers, and a small collection of standard books for children in representative editions. Teachers from any town or city are welcome to use these opportunities for study and help.

Under ideal conditions a special librarian prepared to give expert assistance on school matters is in charge of such a room. Public opinion will be educated to provide such help when teachers avail themselves of present opportunities.

The following public libraries have a special reference assistant for school work: Boston, Brockton, Brookline, Lawrence, Newton, Somerville, and Springfield.

6. INSTRUCTION IN THE USE OF BOOKS AND LIBRARIES.

Adequate progressive instruction should be given to all pupils in elementary and secondary schools on the use of books and libraries. Such instruction should be given in all the schools, even though the library facilities are limited. An outline of such lessons is given in the Appendix of this bulletin.

Many public libraries are giving such instruction to classes of children at the library building. In a town where such instruction has not been given, the teacher and the librarian should cooperate in establishing it. If necessary, the Division of Public Libraries of the State Department of Education will send some one to help.

For further discussion see —

- Hopkins, F. M. Reference Guides that Should Be Known and How to Use Them. Willard.¹ 1919.
- Kerr, W. H. Library Aids for Teachers and School Librarians. Rev. ed. Wilson.¹ 1921.
- Ward, Gilbert. Suggestive Outlines for Teaching the Use of Books and Libraries. Faxon.¹ 1919.
- Wilson, Martha. School Library Management. Wilson.¹ 1919. pp. 107-118.
- Wisconsin Department of Public Instruction. Lessons on the Use of the Library, prepared by O. S. Rice. Madison, Wis., 1915.

7. CHILDREN'S DEPARTMENTS.

Children's rooms are a practical necessity to-day. A separate room for the children gives better facilities for the children's work and more quiet and better service for the adults. In this room lessons in the use of the library and of reference books are often given to all the children from a given class of a school. Here story hours are held frequently and exhibits occasionally.

The children's librarians are the teacher's closest allies. Cooperation between them should secure far-reaching results, such as higher standards of taste in reading. When the library staff contains only one or two persons, there is still opportunity for cooperation.

¹ For Directory of Publishers see page 62.

II. COOPERATION OF OTHER EDUCATIONAL AGENCIES WITH THE SCHOOLS.

1. DIVISION OF PUBLIC LIBRARIES OF THE STATE DEPARTMENT OF EDUCATION.

Advisory Capacity. — Assists in the solution of problems of organization and administration of school libraries.

Cooperates, upon request, in the selection of books for school libraries, and recommends titles for purchase.

Answers requests for occasional reading lists.

Educational Capacity. — Provides for demonstration or instruction in methods of using the library.

Conducts a library institute in connection with the summer session of Simmons College.

Gives lectures in normal schools on library resources available to teachers.

Distributing Capacity. — Makes an annual gift of books, and occasionally books on timely subjects, to public libraries in small towns for interchange in rural schools. The librarian may ask the Division to include books that the teachers desire.

Information. — For information address Miss E. Louise Jones, Field Secretary, Division of Public Libraries, Department of Education, State House, Boston.

Work with Foreigners. — Towns in which work with foreigners is being done, or should be started, may secure reading lists suitable for beginning English, and lists of books in foreign languages. Traveling libraries in foreign languages are also furnished. Teachers or librarians interested should address Miss J. M. Campbell, Director of Work with Foreigners, Division of Public Libraries, Department of Education, State House, Boston.

2. TRAVELING LIBRARIES.

Definition. — The Woman's Education Association, through its committee on libraries, sends a limited number of groups of books in boxes to small public libraries in the State. Occasionally these groups are lent to schools in Massachusetts.

Scope of Service to Schools. — Any teacher in a small Massachusetts town who needs a classroom library may apply for such a box of books for her school, and if possible her request will be granted. All these sets are made up in printed lists. A box contains about thirty-five books.

Procedure. — Address Miss Alice G. Chandler, Lancaster, Mass. Libraries may be kept six months, or a year, if desired. Express to the borrower will be prepaid by the Woman's Education Association. When returning the library to Miss Chandler, the borrower must prepay the express.

3. MUSEUMS.

In preparation for the worthy use of leisure, now recognized as an important purpose of education, appreciation of the arts and crafts, of the wonders of the universe, and of landmarks of history should be developed.

Massachusetts affords her schools unusual advantages for cultivating this appreciation. The State abounds in historic associations dating from the earliest days of American settlements. Valuable collections are maintained, also, by city museums, by many colleges, and by many public libraries. The following list¹ gives various museums in the State open to the general public at stated hours: —

List of Museums.

AMHERST. Amherst College Museum, Amherst, Mass. Geological and zoological collections and library. Open free daily.

Massachusetts Agricultural College. Zoological collection. Open free Saturdays, 1 to 5 P.M.; week days, 2.15 to 4.15 P.M.

ANDOVER. John-Esther Art Gallery, Abbott Academy. Modern paintings and Roman bronzes. Open Saturdays, 2 to 5.

Phillips Academy. Department of American Archæology. Museum. Open free.

¹ Compiled from Rea, P. M., *Directory of American Museums*, 1910, Buffalo Society of Natural Sciences, and the *American Art Annual*, Vol. XV, 1918, American Federation of Arts.

BOSTON. Children's Art Center, 36 Rutland Street. Works of art and fine handicraft. (See page 19.)

Isabella Stewart Gardner Collection, Fenway Court. Open on certain days, 12 to 3 P.M. Admission by ticket only. Price \$1. Information at Herrick's Ticket Agency, Copley Square.

Harvard Medical School. Warren Anatomical Museum. Special exhibits illustrating poliomyelitis (infantile paralysis) and injuries from the European battlefields. Open free week days, 9 to 1, 2 to 5; Saturdays, 9 to 12.

Massachusetts Historical Society, 1154 Boylston Street. Open free Wednesdays, 2 to 4 P.M.

Museum of Fine Arts, Huntington Avenue. International art displays and library. Open daily (except holidays). Week days, from 9 to 5; Sundays, from 1 to 5.

Museum of Natural History. Botanical, zoological, geological, and paleontological collections. Open free Wednesdays and Saturdays, 10 to 4.30; Sundays, 1 to 4.30. Other days, 25 cents admission.

Old South Meeting House. Historical relics. Open week days, 9 to 5. Admission, 25 cents.

Old State House. Portraits, historical relics and library. Open free week days (except holidays), 9 to 4.

Public Library, Copley Square. Art collection and library. Open week days, 9 A.M. to 10 P.M.; Sundays, 12 to 10.

Society for Preservation of New England Antiquities, Otis House, 2 Lynde Street. Museum of antiquities. Open free to members; small charge to others.

Society of Arts and Crafts, 9 Park Street. Permanent exhibition and salesroom. Public welcome. Week days, 9 to 5; Saturdays, 9 to 1.

BOURNE. Old Colony Union. Free exhibit of Industrial School.

BROCKTON. Public Library. Municipal Gallery. Open free, 9 A.M. to 9 P.M. week days.

BROOKLINE. Fitzgerald Art Gallery, 410 Washington Street. Open free, week days, 9 to 12 A.M., 1 to 5 P.M.

CAMBRIDGE. Fogg Art Museum, Harvard University. Fine arts, modern and ancient, and library. Open free week days, 9 to 5; Sundays, 1 to 5 (during term time).

Peabody Museum, Harvard University. Rare collection of ethnological and archaeological material and library. Open free daily (except holidays), 9 to 5.

Semitic Museum, Harvard University. Collections illustrative of art, religion, literature, and manners of Semitic peoples. Open free week days, 9 to 5.

Sever Hall Collection, Harvard University. Classical antiquities. Open to public Mondays, 2 to 5.

Zoological Collection and Library. Collections of typical animals, wax flowers. Open free week days, 9 to 5; Sundays, 1 to 5.

- CHARLESTOWN. United States Navy Yard Museum. Extensive collection of models and pictures, and library pertaining to naval literature and science. Open week days, 9 to 12 and 1 to 4.
- CLINTON. Historical Society, Holder Memorial Building. Historical articles of town and vicinity. Open week days, 1.30 to 4.
- DANVERS. Historical Society, First National Bank Building. Historical relics and library. Open to public Saturdays, 2 to 5.
- DEERFIELD. Pocumtuck Valley Memorial Association, Memorial Hall. Historical relics. Open week days, 9 to 12 and 1 to 5. Admission, 10 cents.
- FITCHBURG. Public Library, 610 Main Street. Library and museum. Open free daily, 9 to 5.
- GREENFIELD. Historical Society. Collections of relics and library. Open once a month.
- HAVERHILL. 1640. Historical Society, 240 Water Street. Arts and crafts, curios and relics.
- HINGHAM. Society of Arts and Crafts. Exhibition of arts and crafts.
- IPSWICH. Ipswich Historical Society. Old furniture, historical relics and library.
- JAMAICA PLAIN. Children's Museum. (See page 19.)
- LANCASTER. Thayer Museum. Ornithology. Open free Mondays, Wednesdays and Saturdays, 8 to 5.
- LEOMINSTER. Public Library. Museum and library. Open to public during library hours.
- LEXINGTON. Historical Society, Hancock-Clark House. Museum and library. Open to public daily. April and December, 9.30 to 6; other months, 11 to 4.
- LOWELL. Lowell Historical Society, Memorial Hall. Historical collections and library.
- LYNN. Historical Society. Historical objects.
- MARBLEHEAD. Historical Society. Extensive historical material.
- MARLBOROUGH. Society of Natural History. Minerals, shells, corals, birds, objects of historical interest, and Japanese articles. Open free third Thursday of every month, 2.30 to 7.30.
- MEDFORD. Historical Society. Rare books, manuscripts, prints, portraits, and relics.
Barnum Museum, Tufts College. Collection of natural history specimens.
- MELROSE. Historical Society. Open free daily, June to September, 2 to 7.30; Sundays, 3 to 6 P.M.
- METHUEN. Historical Society. Paintings and local historical material.
- NANTUCKET. Historical Association. Objects of local historical interest. Open June 15 to September 15.
- NEW BEDFORD. Free Public Library. Permanent art collection. Open daily 9 A.M. to 9 P.M.
Old Dartmouth Historical Society. Objects of historical interest, — Indian curios, printing, engravings, ceramics, and textiles of

colonial period. Open Wednesdays and Saturdays, 10 to 1; Tuesdays, Thursdays, and Saturdays, 2 to 5. Admission, 25 cents to non-members.

Swain Free School of Design, 391 County Street. Paintings.

NEWBURYPORT. Historical Society of Old Newbury. Historical collections.

NORTHAMPTON. Forbes Library, West Street. Pictures of all kinds and library.

Smith College. Hillyer Art Gallery. Paintings, bronzes, casts, and photographs. Open free daily, 9 to 1 and 2 to 4; Sundays, 2.30 to 4.30.

Zoological Park. Open free daily.

PEABODY. Historical Society, Warren National Bank Building, Peabody Square. Collection of local pottery, etc.

PITTSFIELD. Berkshire Athenaeum and Museum. Natural history and art. Open free daily.

PLYMOUTH. Pilgrim Society, Pilgrim Hall. Collection of historical relics, portraits, old books, and documents.

REHOBOTH. Antiquarian Society.

SALEM. Essex Institute, 132 Essex Street. Paintings and large collection of historical objects. Open free daily, 9 to 5; Sundays, 2 to 5.

Peabody Museum, 161 Essex Street. Natural history collections, oriental ethnology, historical collection of portraits. Open free daily, 9 to 5; Sundays, 2 to 5.

SHARON. Historical Society.

SOMERVILLE. Historical Society.

SOUTH HADLEY. Mount Holyoke College. Dwight Art Memorial. Paintings, casts, photographs, bronzes, pottery, and archaeological material, and library. Open free daily, 9 to 12.30 P.M.; 2 to 6 and 7.30 to 9.30 P.M.; Sundays, 12 to 1 P.M.

SOUTH NATICK. Historical, Natural History, and Library Society.

SPRINGFIELD. Art Museum. Works of art, including casts, paintings, arms and armor, statuary, oriental pottery, bronzes. Open free week days (except holidays), 2 to 6, from March 21 to September 21, and 1 to 5 from September 22 to March 20.

City Library Association, State Street. Art exhibits and library. Open free week days, 9 to 9 P.M.

Museum of Natural History. Botanical, zoological, and historical collection and library. Open free daily, 2 to 6.

Zoological Park.

TAUNTON. Bristol County Academy of Sciences.

WELLESLEY. Wellesley College. Farnsworth Museum. Antique sculpture, laces and vestments, Indian baskets, modern paintings, and photographs. Open free week days, 8.30 to 5.30.

WESTBOROUGH. Historical Society.

WEST NEWBURY. Natural History Club.

WILLIAMSTOWN. Williams College Museum. Etchings, photographs, and natural history.

WOBURN. Woburn Public Library. Paintings, sculptures, and books on art. Open Mondays, Wednesdays, and Fridays, 9 to 6; Tuesdays and Thursdays, 9 to 8; Saturdays, 9 to 9.

WOODS HOLE. United States Bureau of Fisheries.

WORCESTER. American Antiquarian Society, Salisbury Street and Park Avenue.

Clark University. Library building. Pictures and pedagogical museum. Open free daily.

Free Public Library, 12 Elm Street. Carbon photographs of paintings, architecture, sculpture, etc.

Natural History Society, 12 State Street. Local collections and library. Open free week days (except holidays), 9 to 12 and 2 to 5.

Worcester Art Museum. Paintings, Japanese prints, engravings, metal work, colonial silver, sculpture, textiles, and library. Open free except Mondays and Thursdays, 10 to 5; Sundays, 2 to 5.30.

4. MUSEUMS FOR CHILDREN.

Children's Art Center, 36 Rutland Street, Boston. Hours open: Daily, 2 to 6 P.M. Wednesdays, also, 7.30 to 9.30 P.M.; Saturdays, 10 A.M. to 6 P.M. Admission free.

An artistic little museum for children. Opened May 2, 1918, as an adjunct to the Museum of Fine Arts. Exhibitions of value and interest to children. Classes in modeling and drawing.

Children's Museum, Olmstead Park, Jamaica Plain, Boston. Hours open: Daily, 9 to 5. Admission free.

A beautiful old residence turned into a museum and library, with a lecture hall on the second floor. Natural history material and historical and art treasures are displayed in accessible groups. Books dealing with the collections are available through the curators, who talk freely with the visitors. Lectures with lantern slides are given frequently on Saturday and Sunday afternoons. Groups of Scouts, Camp Fire Girls, and clubs of boys and girls from neighboring towns and cities are frequent visitors.

For materials prepared for lending exhibits, see page 9.

5. NEW ENGLAND ASSOCIATION OF SCHOOL LIBRARIES.

Aims. — This organization, founded in 1918, aims to render all possible assistance to teachers, school librarians, and public librarians in matters pertaining to the organization, equipment,

and administration of the school library, and the selection and use of books.

Standardization. — It also desires to help set adequate standards for school libraries and their administrators, in order that school libraries in New England may be on an equal rating with school libraries in other parts of the country.

Meetings. — Two meetings are held each year, — in the fall and spring. The annual meeting is held on the second Saturday in May, in or near Boston. Persons in any section of New England wishing to have a local conference at some central point to arouse interest in school libraries may have help in arranging such a meeting by applying to the president, Miss Mary H. Davis, Librarian, High School, Brookline, Mass.

Book Conference. — Saturday book conferences are held in cooperation with the Bookshop for Boys and Girls at Perkins Hall, 264 Boylston Street, Boston, from January through May. Subjects such as "Value of Modern Poetry to the Modern Girl and Boy," "Recent Books Interesting to Young People," and "Fairy Tales, Past and Present" are presented by persons closely allied to work with books and children. Talks are followed by questions and discussion. For information and program apply to the Director of the Bookshop for Boys and Girls, at the address given above.

Membership. — For membership in the association send \$1 as annual dues to Miss Edith K. Coulman, Secretary-Treasurer, Librarian, High School, Quincy, Mass.

6. BOOKSHOP FOR BOYS AND GIRLS.

The Bookshop for Boys and Girls is a department of the Woman's Educational and Industrial Union, in which the best children's books and expert advice on selecting them may be secured. Signed reviews of new books for young people are made by a committee of teachers and librarians, and are on file at the shop for public use. For information or assistance address Miss Bertha Mahony, Director, 264 Boylston Street, Boston. (See also Book Conference, on page 20.)

III. SCHOOL LIBRARIES.

The school library is a collection of books, magazines, and illustrative material adapted to the needs of students. It supplements the work of every department in the school. It is not simply a storehouse of such material. The modern school library is so arranged as to attract the students and to introduce them to its resources. Bulletin boards tell the students of current events, and of books and magazines that they will enjoy. They are encouraged to come to the library to read for sheer pleasure as well as to gain help in their school work. The librarian teaches the use of all the material in order to make intelligent users of any library, school or public.

To keep the library in use to the limit of its capacity every hour of the day is the ambition of every school librarian. English and history classes have library periods as part of their class work, literary clubs hold meetings there, and classes are brought to see exhibits and lantern slides. The school library is the clearing house for illustrative material for the entire school. With the introduction of project work, vocational guidance, and supervised study, the library is an absolute necessity.

1. NORMAL SCHOOL LIBRARIES.

MASSACHUSETTS NORMAL ART SCHOOL. Volumes, 1,700 (Reference Volumes).

At present there is no regularly appointed librarian. Students use the library under the direction of the curator and various instructors. Classification and cataloging are under organization.

BRIDGEWATER. Volumes, 16,393.

Florence Damon, Librarian.

Course in library instruction required of all juniors, thirteen weeks, three periods a week.

Course in book selection for boys and girls required of all seniors, thirteen weeks, three periods a week.

Students in three-year courses may elect library work through the entire three years.

FITCHBURG. Volumes, 15,000.

Elsie P. Schmidt, Librarian.

Course in library instruction required of all juniors, forty weeks, one period per week.

FRAMINGHAM. Volumes, 5,126.

Maude B. Gerritson, Teacher-in-charge.

Course in library instruction required of all juniors. Book selection for boys and girls, twenty-four periods under department of English.

HYANNIS. Volumes, 3,000.

Katharine C. Cotter, Teacher-in-charge.

Library instruction in connection with English work. Book selection for boys and girls, ten periods. Use of library reference books.

LOWELL. Volumes, 2,700.

Ethel E. Kimball, Librarian.

Course in library instruction required of all juniors, thirty-eight weeks, one period per week.

Course in library instruction required of all seniors, twenty-six weeks, one period per week.

Librarian also serves as secretary to the principal.

NORTH ADAMS. Volumes, 8,594.

Mary Louise Baright, Teacher-in-charge.

Instruction in the content and use of the library.

SALEM. Volumes, 12,000.

Agnes C. Blake, Librarian.

Course in library instruction, including class work and regular study, required of all juniors for a half year, two periods a week.

In addition, twenty to thirty minutes' regular laboratory work is required once a week for a half year. This work does not include the instruction in children's literature, which is given in the department of English language and literature.

WESTFIELD. Volumes, 4,000.

There is no regularly appointed librarian.

Library instruction is given as part of the course in literature during senior year.

WORCESTER. Volumes, 13,000.

Mary L. Howard, Teacher-in-charge.

Course in library instruction and practice required of all students, one hour per week through three half-year terms, fifty-seven hours.

Study of reference books and supplementary material in literature, nature study, history, geography, etc., for boys and girls in the training school, one period of thirty minutes per week during the year.

2. HIGH SCHOOL LIBRARIES.

The following high schools have trained librarians devoting all their time to the high school library: —

Beverly.	Somerville.
Brookline.	Taunton.
Lynn, English.	Waltham.
North Attleborough.	Worcester, Commerce.
Quincy.	

The following additional high schools have teacher-librarians, with more or less library training, devoting part of their time to the high school library: —

Amesbury.	Milford.
Boston, Brighton.	Newton, Technical.
Clinton.	North Attleborough.
Fall River.	Walpole.
Framingham.	Woburn.
Lexington.	

The following additional high schools have a teacher devoting entire time to the library: —

Fitchburg.
Haverhill.
Holyoke.

3. STANDARDS FOR A HIGH SCHOOL LIBRARY.

For complete standards for the organization and equipment for school libraries, see pamphlet, "Standard Library Organization and Equipment for Secondary Schools of Different Sizes," by C. C. Certain, A. L. A. Pub. Board, Chicago, 25 cents. These standards were adopted by the New England Association of School Libraries in 1918.

The following brief statement of standards may be helpful: —

(1) *Appropriate Housing and Equipment.* — The reading room in a large high school should accommodate 5 to 10 per cent of the membership, seated at library tables. In a small high school the library should be combined with the study hall, so as to be available continuously. A library should never be

placed in a small room, as such placement will generally result in its inaccessibility.

In a large or medium-sized high school the library should articulate with a study hall. A librarian's workroom, library classroom, teachers' study, and conference rooms for students and teachers should also articulate with the library.

(2) *Professionally Trained Librarian.* — A college degree and technical library training.

(a) Large and medium-sized high schools should have a full-time librarian, with at least one year of an approved library school and two years of library or school experience.

(b) Small high schools should have a teacher-librarian, with at least a six weeks' course in library methods and one year of teaching or library experience.

(3) *Scientific Care and Selection of Books and Material.* — Collections of 3,000 to 8,000 books for 500 to 1,000 students.

(4) *Library Instruction.* — (a) Minimum of eight recitation periods per year, as suggested in the Appendix of this manual.

(5) Adequate annual appropriations for salaries and maintenance.

A well-equipped and commodious library is essential also in a junior high school.

IV. REFERENCE MATERIAL AND BOOKS OF VALUE TO SCHOOLS.

This section is based on the reference material generally found in public libraries. Reference books have been taken here in the narrow sense (encyclopedias, dictionaries, handbooks, and the like), in the belief that general information as to their scope and usefulness would lead to an acquaintance with other material usually available but seldom used.

Only typical examples of each class are included. Libraries usually contain many good books in each field to supplement the short concise accounts given in general reference articles. Subject headings in the card catalog will guide the reader to books and pamphlets on any given topic. Always ask the Librarian if you do not find what you want. It is not fair to go away unhelped and feel that the library has failed. The persons at the desk are there to serve any one in need.

Note. — For **Directory of Publishers** see page 62.

1. GENERAL REFERENCE MATERIAL.

A. DICTIONARIES.

Century Dictionary and Encyclopedia. 12 v. Century. 1915. \$75 (old price).

V. XI, Cyclopedia of Names. (See page 32.) V. XII, Atlas. (See page 31.)

"The most detailed American dictionary." Best for quotations.

Standard Dictionary. Funk. 1913. \$12.

Longest list of words of any one-volume dictionary. All proper names in the main body of the dictionary.

Webster's New International Dictionary. Merriam. 1910. \$12.

Reliable, clear definitions, excellent for synonyms. Used in all government publications and most law courts. Appropriate for schoolroom use.

B. ENCYCLOPEDIAS.

Encyclopedia Americana. 27 v. ready for delivery; 3 in preparation. Encyclopedia Americana Corporation. 1918-20. \$6 each.

Newest edition of an encyclopedia now in the market. Volumes still being issued. Old edition strong on science material. Earlier editions published under title, *The Americana*.

Encyclopedia Britannica. 29 v. Cambridge University Press. 1911. 11th ed. \$4.50 each (old price).

Long, scholarly, signed articles. Most comprehensive and authoritative encyclopedia.

New International. 24 v. Dodd. 1914-16. 2d ed. \$156.

Best in popular use. Concise, clear, easy to use. Bibliographies especially good. Material kept up to date by yearbook.

World Book. 10 v. World Book Company. 1918. \$38.50.

Encyclopedia for children. Good material, easily accessible, numerous illustrations.

C. PERIODICAL INDEXES.

Poole's Index. (Abridged, 1815-99.) Houghton. 1901. \$12.

Indexes the best known magazines, *e.g.*, Harpers, Scribners, Atlantic, for years of dates given. Material under *subject* only. Is no longer published.

Readers' Guide to Periodical Literature. 4 v. Wilson. 1900-18. V. 1, old price, \$16; V. 2, \$24; V. 3, \$32; V. 4, \$27.

Continuation of Poole. Monthly index to current periodicals that are in greatest demand. Indexes bulletins from National Education Association and Bureau of Education, Washington. (See page 47.) Current subscription, \$24.50.¹ Cumulates quarterly, annually, and every five years. Material under *author*, *subject*, or *title*.

Readers' Guide Supplement. Wilson. 1907-15. \$89.61.¹ V. 2, 1916-19, in press.

Bimonthly index to 84 magazines not elsewhere indexed, largely professional in character. Cumulates in each issue. Annual volume.

Industrial Arts Index. 5 v., 1913-17, 1 v., 1918-19. Wilson. Annuals, \$19.50¹ each, and current subscription, \$85.25.

Monthly index to 115 trade, technical, and engineering periodicals, society transactions, and reports. Cumulates quarterly, annually, and biennially. *Subject* index only.

Agricultural Index. 1 v. Wilson. 1916-18. \$42.35.¹

Monthly index to 97 agricultural periodicals, American and foreign, also to many bulletins, pamphlets, and government reports. Cumulates quarterly, annually, and triennially. *Subject* index only.

Annual Magazine Subject Index.

Since 1909 this has included The Dramatic Index.

Many libraries keep the sets of bound magazines indexed in these indexes together in some room or corner of the library for convenience in reference work. They furnish much supplementary material.

D. YEARBOOKS.

American Year Book. Appleton. \$3.50.

Events of the year in all countries. United States given the largest space and fullest information.

¹ Price given is the rate charged to subscribers taking all (or, in the case of the Readers' Guide, 70) of the periodicals indexed. Service basis rates are allowed on all indexes whereby each library pays only for the periodicals it receives. Write for rates.

New International Year Book. Dodd. Illustrated. \$5.

Encyclopedia of each year. Invaluable to history classes. Supplement to New International Encyclopedia.

Statesman's Year Book. Macmillan. \$3.50.

"Most important of the yearbooks. Descriptive and statistical material concerning all the countries of the world."

Who's Who in America. Biennial. Marquis. \$5.

A dictionary of contemporary biography of men and women of America. Gives addresses of persons included and lists of their works.

Who's Who. Macmillan. \$5 (old price).

"Includes sketches of lives of English and American persons of prominence, and some Continentals."

World Almanac. Press Pub. Paper, 35 cents; cloth, 60 cents.

Statistical, current, and historical information in all fields and for all countries and times. Well indexed for so large and inexpensive a publication. Best single reference book for individual use. Useful for geography and history.

2. REFERENCE MATERIAL FOR SCHOOL SUBJECTS.

A. ART.

Champlin, J. D. Young Folks' Cyclopedia of Literature and Art. Holt. 1901. \$3.

A volume of a children's encyclopedia. Helpful in finding the story of pictures or identifying characters in literature.

Champlin, J. D., and Perkins, C. G. Cyclopedia of Painters and Painting. Scribner. 1892. \$20. 4 v.

Descriptions of pictures, sketches of painters, and lists of their works.

Lubke, Wilhelm. Outlines of History of Art. Dodd. 1904. \$22. 2 v.

Reinach, Salomon. Apollo; an Illustrated Manual of Art Throughout the Ages. Scribner. 1907. \$1.50.

Excellent single-volume reference book. Shows illustrations of 600 art subjects, with artist and location.

Sturgis, Russell. Dictionary of Architecture and Building, Biographical, Historical, and Descriptive. Macmillan. 1901. \$18. 3 v.

"Combines the features of a dictionary and an encyclopedia."

B. CIVICS.

Allen, Frederick J. Business Employments. Ginn. 1916. \$1.

Good book on commercial occupations.

American Year Book. Appleton. \$3.

Beard and Beard. American citizenship. Macmillan. 1914. \$1.

Bogart, E. L. Economic History of the United States. Longmans. 1912. \$1.75.

Bryce, James. American Commonwealth. Macmillan. 1910. \$4.

- Burch and Patterson.** American Social Problems. Macmillan. 1918. \$1.20.
- Coman, Katherine.** Industrial History of the United States. Macmillan. 1910. \$1.60.
- Giles and Giles.** Vocational Civics. Macmillan. 1919. \$1.30.
A brief book with an excellent point of view.
- Gowan and Wheatley.** Occupations. Ginn. 1916. \$1.20.
Presents much material. Especially adapted to boys.
- Hart, Joseph K.** Educational Resources of Village and Rural Communities. Macmillan. 1913. \$1.
- Jenks and Lauck.** The Immigration Problem. Funk. 1917. \$1.75.
- Laselle and Wiley.** Vocations for Girls. Houghton. 1913. 85 cents.
Condensed information on thirteen vocations for girls.
- Massachusetts, General Court.** A Manual for the General Court.
Office of Secretary of State, Boston. Published annually.
- Towne, E. T.** Social Problems. Macmillan. \$1.
- Tufts, James H.** The Real Business of Living. Holt. 1918. \$1.50.
- Warner, Amos G.** American Charities. Crowell. 1908. \$2.
- World Almanac.** Press Pub. 35 cents.

Readings for Teacher, giving Social Point of View.

- Addams, J.** Twenty Years at Hull House. Macmillan. \$1.50.
- Spirit of Youth and the City Streets. Macmillan. \$1.25.
- Antin, Mary.** The Promised Land. Houghton. \$1.75.
- Davis, J. B.** Vocational and Moral Guidance. Ginn. \$1.25.
- Davis, P., and Others.** The Field of Social Service. Small. \$1.50.
- George, W. R.** Junior Republic. Appleton. \$1.50.
- Howe, F. C.** The City, the Hope of Democracy. Scribner. \$1.50.
- Lewis, W. D.** Democracy's High School. Houghton. 60 cents.
- Shaler, N. S.** The Neighbor. Houghton. \$1.40.
- Steiner, E. A.** From Alien to Citizen. Revell. \$1.50.
- Wald, Lillian.** The House on Henry Street. Holt. \$2.

C. ENGLISH.

English Composition—Oral and Written.

- Allen, F. S.** English Synonyms. Harper. 1920. \$2.50.
Carefully discriminated list of synonyms.
- Fernald, J. C.** English Synonyms and Antonyms. Funk. 1914. \$1.50.
Contains notes on the correct use of prepositions. (See also Crabb's English synonyms, revised. Harper.)

Greever, Garland, and Jones, E. S. Century Handbook of Writing. Century. 60 cents.

Phyfe, W. H. P. Eighteen Thousand Words Often Mispronounced. Putnam. 1918. \$1.50.

Includes proper names and foreign phrases.

Roget, P. M. Thesaurus of English Words and Phrases. Longmans. 1913. \$1.25.

Classified and arranged so as to facilitate the expression of ideas, and assist in literary compositions.

Skeat, W. W. Etymological Dictionary of the English Language. Oxford. 1910. \$11.75.

Appendix gives lists of prefixes, suffixes, homonyms, etc.

Wooley, E. C. Handbook of Composition. Heath. 80 cents.

English Literature — Collections.

Moulton, C. W. (ed.). Library of Literary Criticism of English and American Authors. Malkan. 1901-05. 8 v. \$40.

Chronological arrangement of authors; index to authors in last volume; also index to criticisms under the authors of the criticisms.

Scudder, H. E. (ed.). The Children's Book. Houghton. 1910. \$4.

Collection of folk tales, fairy tales, myths, story-telling poems, old-fashioned stories, Arabian Nights, etc. A good book in which to find a special story or poem.

Stevenson, B. E. (ed.). Home Book of Verse, American and English. 1580-1918. Holt. \$14.

Very complete collection of poems of all times. Splendid indexes make it most valuable to teachers in searching for special poems.

See also same editor's volume "Home Book of Verse for Young Folks." Excellent variety in useful classification; also has useful indexes.

Tappan, E. M. (ed.). The Children's Hour. 15 v. Houghton. \$33.75.

Collection of children's literature of all ages, for all ages, arranged in separate volumes as, Myths from Many Lands; Stories and Poems, etc. Well selected, very useful.

Warner, C. D. (ed.). Library of the World's Best Literature. 31 v. Warner Lib. Co. 1896-99. \$93.

Best compilation of authors of all ages and countries. Arranged in alphabetical order; includes biographical sketch, portrait usually, and selections from the best-known works. Last four volumes special features of additional helpfulness.

English Literature — Handbooks and Indexes.

Bacon, Corinne. Children's Catalogue. Wilson. \$6.

Baker, E. A. Guide to the Best Fiction in English. Macmillan. 1913. \$6.

Lists of fiction grouped by period, under each country, with good annotations. Indexes very full.

Bartlett, John. Familiar Quotations. Dole. 1914. \$3.

Dictionary of quotations arranged by authors chronologically. Fully indexed. (See also Hoyt, below.)

Brewer, E. C. Dictionary of Phrase and Fable. Lippincott. 1896. \$1.75.

"Derivation, source, or origin of common phrases, allusions, and words that have a special meaning."

— **Reader's Handbook of Allusions, References, Plots, and Stories.** Lippincott. 1898. \$3.50.

"One of the best of these handbooks."

Eastman, M. H. Index to Fairy Tales, Myths, and Legends. Boston Bk. 1915. \$2.25.

Indexes fairy stories in many collections. "Stories for very young readers are starred."

Firkins, I. T. E. Index to Short Stories. Wilson. 1915. \$6.

Authors and titles are indexed in one alphabet. Several sources for the story are frequently suggested. There are 472 writers included. Many of the stories in magazines.

Granger, Edith. Index to Poetry and Recitations. McClure. 1918. \$7.

Indexes by first line, title and author. Selections from 750 collections. Almost indispensable to teachers. Appendix has lists of material suitable for holidays.

Hannigan, F. J. Standard Index of Short Stories. 1900-14. Small. 1918. \$10.

Large number of magazine stories included, many from the "Saturday Evening Post."

Hoyt, J. K. Cyclopedia of Practical Quotations. Funk. 1896. \$6.

Quotations arranged by subject. Foreign quotations, both ancient and modern, included. Excellent indexes.

Salisbury and Beckwith. Index to Short Stories; an aid to the teacher of children. Row, Peterson & Co. 1907. 75 cents.

Arranged alphabetically under subjects of the stories, *e.g.*, "Honesty, Kindness, Politeness."

English Literature — Miscellaneous.

Cambridge History of American Literature. Putnam. 1917. 3 v. \$3.50 each.

Cambridge History of English Literature. Putnam. 1907-18. 14 v. \$2.50 each.

Detailed history of entire subject from earliest times. Each chapter on a special period and written by a specialist in the period. Extended bibliographies.

Garnett and Gosse. English Literature; and Illustrated Record. 4 v. Macmillan. 1903. \$20.

From beginnings of English literature to Tennyson. Biographical and critical material with abundant portraits; pictures of homes of authors and places of interest in relation to the authors or their writings. Facsimile manuscripts, autographs of authors. Some colored prints. Interesting to children in junior or senior high school literature classes.

Harper's Dictionary of Classical Literature and Antiquities. H. T. Peck. Harper. 1897. \$6.

Useful for stories of mythology. (See also Bulfinch, Age of Fable, De Wolfe or Dutton or Lothrop; Gayley, Classic Myths, Ginn.)

Modern Readers' Bible. Macmillan. 1915. \$3.

Text of the English Revision of 1888, in the original literary form.

For Bible text in usual reference edition, see St. James edition or American revision of 1900.

Strong's Concordance of the Bible is a useful index to facilitate finding definite references, by subject or through any of the words of the text.

Hastings, James. Dictionary of the Bible. Scribner. 1909. \$5.

"An excellent one-volume dictionary." The larger five-volume work by the same editor will be found in many large libraries.

D. GEOGRAPHY.

Atlases.

Century Atlas of the World. Century. 1914. \$9.

Is v. XII of the Century Dictionary. May be procured separately. Very satisfactory, except that maps are crowded because of small scale used.

Hammond's Business Atlas of Economic Geography. 1919. Hammond. \$1.50.

Valuable to classes in commercial geography.

Rand, McNally. Library Atlas of the World. 1912. 2 v. Rand. \$30.

V. 1, United States; V. 2, foreign countries. "Inaccurate information, but large-scale maps make it useful."

At this time (1921) atlases are all out of date. A recent atlas of value because of its comparatively up-to-date material and its size and price is the Doubleday Atlas. Doubleday. 1917. \$4.50.

General Books.

Finch and Baker. Geography of the World's Agriculture. (United States Farm Crop Bureau, Washington, D. C.) Supt. of Doc.

Particularly useful.

Freeman and Chandler. World's Commercial Products. Ginn. 1907. \$3.50.

Smith, J. R. Industrial and Commercial Geography. Holt. 1913. \$4.

Largely illustrated. Maps and graphs add to its value. Now out of print, but new edition promised soon (1920).

Lippincott's New Gazetteer. Lippincott. 2 v. 1911. \$12.50.

Pronouncing geographical dictionary giving countries, cities, towns, rivers, mountains, etc., with full information concerning each.

Statistical Abstract of the United States. Washington, D. C. Annual. Supt. of Doc.

Free from Congressmen. Useful in history and geography.

See also magazine material on geography, page 37; also consult periodical indexes, page 26. For yearbooks of constant use in this field, see page 26.

E. HISTORY.

Historical Atlases.

Shepherd, W. R. Historical Atlas. Holt. 1911. \$2.50. (American Historical Series.)

"Maps from 1450 B.C. to date. Planned for Schools and Colleges." (See also Fay and Eaton, Use of Books and Libraries, page 60.)

History.

Andrews, Gambrill, and Tall. Bibliography of History for Schools and Libraries, with Descriptive and Critical Notes. Longmans. 1910. 60 cents.

A new edition of this most useful list is in preparation. Includes lists of pictures and supplementary material. (See also History Teachers' Magazine for June, 1913, for further lists.)

Baker's Guide to Historical Fiction. Macmillan. 1914. \$6.

Gives stories, including historical characters or times, with note describing each book. Index valuable.

Century Cyclopedia of Names. Century. 1914. \$10.

"Includes 55,000 names in every class." Gives meaning and pronunciation. Most useful. Helpful in geography and history.

Channing, Hart, and Turner. Guide to the Study and Reading of American History. Ginn. 1912. \$2.50.

"Classified bibliography, with author, title, and subject index. Invaluable as a guide to the best reading on all aspects and periods of United States history."

Harper's Encyclopedia of United States History. Harper. 1912. \$24. 10 v.

Popularly written; includes facsimiles of original documents and many illustrations.

Hart and McLaughlin. Cyclopedia of American Government. Appleton. 1914. \$22.50. 3 v.

Includes also foreign topics. Includes many biographies and articles by specialists signed. Valuable in giving forms of political organization, and methods and agencies of law and government.

Haydn, Joseph. Dictionary of Dates and Universal Information relating to All Ages and Nations. Putnam. 1910. \$6.50.

First edition, 1841. "Very convenient for smaller facts of history."

Hodge, F. W. Handbook of American Indians North of Mexico. Washington Gov. Ptg. 2 v. 1907-10. \$3.

Many illustrations. Interesting customs, biographies of well-known chiefs, interpretations of names.

Larned's History for Ready Reference. Nichols. 1913. 8 v. \$35.

Dictionary of universal history, arranged alphabetically. Articles from historical authorities.

Lippincott's Universal Pronouncing Dictionary of Biography and Mythology (edited by Joseph Thomas). Lippincott. 1915. \$10.

"Comprehensive. Includes men and women of all nations and periods, including many still living." (See also yearbooks, "Who's Who" and "Who's Who in America" for contemporary biography.)

N. Y. Times Current History. New York Times Publishing Company. 1915-19.
20 v. \$70.

"The one most generally useful reference tool for current material, history, comment, newly issued documents, chronology, illustrations, cartoons, etc." Mudge, in *Lib. Jour.*, Jan. 1919.

Ploetz, K. J. Handbook of Universal History from the Dawn of Civilization to the Outbreak of the Great War of 1914. Houghton. 1915. \$3.

"Concise, accurate outlines, not tables. The most useful of the outline handbooks." Is one volume of "Tappan's World Story." (See below.)

Tappan, E. M. The World Story. Houghton. 1914. 14 v. \$30.

Each volume a collection of stories, poems, or descriptive material on the country named on the volume. Selection from well-known writers aims to give consecutive history story of the world. All countries included.

F. HOLIDAYS.

Ford and Ford. Every Day in the Year. Dodd. 1902. \$2.

Poetry selections for all historical anniversaries.

Olcott, F. J. Good Stories for Great Holidays. Houghton. 1914. \$2 (old price).

Excellent collection for many holidays.

Schauffler, R. H. Our American Holidays Series. Moffatt. \$1.

Series of separate volumes, including Thanksgiving, Christmas, Lincoln's Birthday, and other holidays.

Smith and Hazeltine. Christmas in Legend and Story. Lothrop. 1915. \$1.25.

Collection of desirable stories of recent date.

Stevenson, B. E. and E. B. Days and Deeds. 1906-07. Doubleday. 2 v. \$1 each.

One volume prose, one poetry. Prose volume contains many brief selections from sayings of famous men.

For origins of holiday customs see, also, Chambers' Book of Days, Lippincott; Deems' Holy Days and Holidays; Walsh's Curiosities of Popular Customs, Lippincott.

G. SCIENCE: INCLUDING AGRICULTURE AND NATURE STUDY.

Bailey, L. H. (ed.). Cyclopedia of American Agriculture. 4 v. Macmillan. Illustrated. 1907-09. \$20.

— Standard Cyclopedia of Horticulture. 6 v. Macmillan. Illustrated. 1914-17. \$36.

Found in many libraries because of usefulness to farmers and gardeners.

Champlin and Lucas. Young Folks Cyclopedia of Natural History. Holt. 1905. \$3.

One-volume encyclopedia for boys and girls.

Comstock, Anna B. Handbook of Nature Study. Comstock. 1911. \$3.25.

Hopkins, A. A. (ed.). Scientific American Cyclopedia of Formulas. Munn. 1911. \$5.

Of much interest to boys and girls from the opportunity offered to experiment with receipts.

Spon, E. F. N. Spon's Mechanics' Own Book. Spon. 1907. \$2.50.

"Complete guide to all ordinary mechanical operations. Useful to amateurs, professional workmen, and general readers."

United States Department of Agriculture. Farmers' Bulletins. Particularly useful to classes in agriculture, home economics, or nature study. Illustrated. Apply to the department, Washington, D. C. Free.

— Year Book. Many articles useful in geography, agriculture, and nature study. Annual statistics of agriculture in the United States. Many illustrations, some in color. Free to schools and libraries.

H. MUSIC.

Elson, L. C. Book of Musical Knowledge. Houghton. 1915. \$3.50.

Grove, Sir George. Dictionary of Music and Musicians. 5 v. Macmillan. 1904-10. \$25.

Includes articles on musical history, theory, practice, instruments, terms. Biographies of musicians and articles on individual compositions.

Hughes, Rupert. Music Lover's Encyclopedia. Doubleday. 1912. \$1.80.

Contains stories of operas.

Victrola Book of Opera. Victor Talking Machine. 1917. \$1.

Stories of 110 operas with 700 illustrations.

I. HOME ECONOMICS.

Cassell. New Dictionary of Cookery, containing about 10,000 recipes. Cassell. 1912. \$3.

Ward, Artemus. The Grocer's Encyclopedia. Artemus Ward, New York. 1911. \$10.

A compendium of useful information concerning foods of all kinds, how raised, prepared, and marketed; how to care for them in the home; how best to use and enjoy them, and other useful information for grocers and general housekeepers.

J. RECREATION.

Bancroft, J. H. Games for Playground, Home, School, and Gymnasium. Macmillan. \$2.

Useful all-round handbook to sport, games, and dances.

Champlin, J. D., and Bostwick, A. E. Young Folks' Encyclopedia of Games and Sports. Holt. 1890. \$3.

Indoor and outdoor games and sports.

V. MAGAZINES OF VALUE TO SCHOOLS.

So many magazines invite attention to-day that a warning against too much reading of such material is pertinent. Some use of magazines, however, by teachers and pupils is necessary in order to understand current events and to become familiar with some of the best contemporary literature. Wise direction in the use of these resources may help in the formation of taste and of habits of discrimination for the better grade of magazine literature. The following lists are intended to suggest some of the magazines that experience has shown to be of most value to teachers and pupils:—

1. MAGAZINES FOR GENERAL READING.

The following magazines are indexed in the Readers' Guide, which gives also the address and subscription price:—

Weekly.

Literary Digest. Funk. \$4.

Independent. 119 West 40th Street, New York. \$5.

Outlook. Outlook Co. \$5.

Résumé of recent events. Well illustrated and useful in high school classes.

New Republic. The Republic Publishing Co., 421 West 21st Street, New York. \$5.

Nation. Nation Press, 20 Vesey Street, New York. \$5.

Weekly Review. The National Weekly Corporation, 140 Nassau Street, New York. \$5.

Stimulating for teachers, giving current discussions of mooted questions,—political, economic, and social.

Bimonthly.

The Mentor. Mentor Association, 114 East 16th Street, New York. \$4.

States as its purpose, "learn one new thing every day." Each number devoted to one subject, *e.g.*, coal and coal workers; Lafayette, poets of to-day.

Useful in all school subjects. Adapted to bulletin board work.

Monthly.

Atlantic Monthly. Atlantic Monthly Press, \$5.

Century. Century. \$4.

Harper's Monthly Magazine. Harper. \$4.

Scribner's Magazine. Scribner. \$4.

Stories, articles on art and general literature. Fine illustrations. Valuable for reference.

Review of Reviews, American. Review of Reviews Co., 30 Irving Place, New York. \$4.

Reviews international periodicals, original articles, and books. The chronological table of important events of the month is useful.

World's Work. Doubleday. \$4.

Many articles useful to classes in geography and history. Excellent illustrations.

2. MAGAZINES FOR SCHOOL SUBJECTS.

The following magazines are chosen largely from those indexed in periodical indexes and they are likely to be found in small libraries. Files of these magazines are useful. Large libraries may have also other magazines not indexed. See page 26, for description of indexes.

A. ART.

House Beautiful. Monthly. House Beautiful Publishing Co., 8-9 Arlington Street, Boston, Mass. \$4.

Illustrated articles on all matters pertaining to house and grounds.

International Studio. Monthly. John Lane Co., 116 West 32d Street, New York. \$6.

"Foremost art magazine in the English language. Deals with the progress of architecture, painting, sculpture . . . furniture, home decoration the world over." Illustrated.

School Arts Magazine. Monthly, except July and August. The Davis Press, Inc., Pubs., 25 Foster Street, Worcester, Mass. \$2.

Most widely used of any art magazine for school work. Suggestions for all grades, primary to high school. Illustrated.

B. CIVICS.

American City. Monthly. Civic Press, 154 Nassau Street, New York. \$4.

City edition and town and country edition. Some of the material published in both editions. Both editions useful to schools. "Review of municipal improvements and civic advance." Illustrated.

Survey. Weekly. Survey Associates, 112 East 19th Street, New York. \$5.

"Civic, social, and charitable progress in the United States." Not always suitable for general school use, but valuable to the teacher and often to the class. Illustrated.

C. ENGLISH.

English Journal. Monthly. Univ. of Chicago Press. \$2.50.

Official organ of the National Council of Teachers of English. Articles give accounts of successful work in teaching oral and written English, and the appreciation of literature.

English Leaflets. 7 issues. Charles Swain Thomas, Editor. New England Association of Teachers of English. Milton, Mass. \$1, includes membership in association.

Quarterly Journal of Speech Education. Geo. Banta Publishing Co., Menasha, Wis. \$2.50.

Continuation of Quarterly Journal of Public Speaking. Covers all phases of public speaking in both college and secondary schools.

D. GEOGRAPHY.

Asia. Journal of the American Asiatic Association. Monthly. Asia Publishing Co., 627 Lexington Avenue, New York. \$3.50.

Bulletin of Pan American Union. Monthly. 17th and B Streets, N. W., Washington, D. C. \$2.50.

May be procured in English, French, Spanish, or Portuguese. "Special articles; current information on trade, commerce, and general educational, industrial, and economical conditions of each of the Latin American countries." Illustrated. Almost indispensable to teachers of geography and current history.

Journal of Geography. Monthly. American Geographical Society, Broadway at 156th Street, New York. \$2.

Many lists of aids in teaching geography. Useful to any teachers and classes of geography in any grade of school.

National Geographic Magazine. Monthly. National Geographic Society, Hubbard Memorial Hall, Washington, D. C. \$4.

Articles by prominent scientists and travelers. Illustrations may be purchased separately in sets by country or subject at address given in the Readers' Guide. File of great value.

Travel. Monthly. Robert M. McBride Co., 7 West 16th Street, New York. \$4.

World Outlook. Monthly. 150 Fifth Avenue, New York. \$2.50.

These two magazines have much illustrative material. Especially useful in geography.

E. HISTORY.

Current History Magazine of the New York Times. Monthly. \$4.

"Covers monthly phases of the world's chief events from all standpoints — economic, political, literary — without comment. Essential official documents, utterances, diplomatic exchanges . . . of all nations appear in each issue. 220 pp. each. Elaborate illustrations."

Historical Outlook. Monthly, except July, August, and September. McKinley Publishing Co., Philadelphia. \$2.

Continues History Teachers' Magazine. "A journal for readers, students, and teachers of history." (See also magazines on general list.)

F. HOME ECONOMICS.

American Cookery. Monthly, except July and September. Boston Cooking School Magazine Co., 221 Columbus Avenue, Boston. \$1.50.

Formerly Boston Cooking School Magazine. "Pays special attention to cooking; many articles on domestic economy."

Good Housekeeping. Monthly. International Magazine Co., 119 West 40th Street, New York. \$3.

The sections of this magazine devoted to home economics problems are useful though usually not technical.

Journal of Home Economics. Monthly. American Home Economics Association, 1211 Cathedral Street, Baltimore, Md. \$2.

"For those interested in home making, institution management, and education for work in home economics."

G. HYGIENE, PHYSICAL EDUCATION, AND OUTDOOR LIFE.

American Physical Education Review. Monthly. American Physical Education Association, 93 Westford Avenue, Springfield, Mass. \$3.50.

Reports meetings of societies like Physical Education Association. Includes general health education articles occasionally.

Field and Stream. Monthly. Field and Stream Publishing Co., 34th Street and 8th Avenue, New York. \$2.

Outing. Monthly. Outing Publishing Co. \$4.

These two magazines deal with sport, and are exceedingly attractive to boys. Both illustrated.

Playground. Monthly. Playground and Recreation Association of America, 1 Madison Avenue, New York. \$2.

Especially valuable to playground workers and school officials who have responsibilities for these activities. Illustrated.

Transactions of International Congress on School Hygiene. Sec. T. A. Storey, College of City of New York. 6 v. Courier Company. Buffalo.

Issued after each congress, which before the war was held every four years. 1913 last issue. Most comprehensive material on hygiene available. Includes mental hygiene, sanitation, school medical care, etc.

H. INDUSTRIAL ARTS.

Industrial Arts Magazine. Monthly. Bruce Publishing Co., 354 Milwaukee Street, Milwaukee, Wis. \$2.

"Aims to present courses, methods, projects, which supervisors and teachers can directly use and adapt. Minimizes theoretical speculation. Emphasizes art instruction, color, and good drawing." Particularly adapted to elementary schools.

Manual Training Magazine. Monthly. The Manual Arts Press, 237 North Munroe Street, Peoria, Ill. \$1.50.

Adapted to high schools especially. (See also magazines under Art.)

I. LANGUAGES.

Classical Journal. Monthly. Univ. of Chicago Press. \$2.50.

Published by the Classical Associations of the United States. Articles on the place of the classics in modern education, and on method and material for their study and teaching.

Modern Language Journal. Chicago. \$1.50.

Published by National Federation of Modern Language Teachers. Discusses methods of teaching French, German, and Spanish.

J. MUSIC.

Musical America. Weekly. Musical America Publishing Co., 501 Fifth Avenue, New York. \$3.

Musician. Monthly. The Henderson Publications, Inc., 2720 Grand Central Terminal, New York. \$3.

Educational musical monthly. Articles cover every phase of musical work in performance and composition. Illustrated.

School Music. Bimonthly, except July and August. Keokuk, Iowa. 50 cents.

"Material timely and valuable to school supervisor."

K. SCIENCE, INCLUDING AGRICULTURE AND NATURE STUDY.

Bird Lore. Bimonthly. Appleton. \$1.50.

"Organ of the Audubon societies. Devoted to the study and protection of birds." Illustrated.

Garden Magazine. Monthly. Doubleday. \$3.

A magazine for amateurs which aims to interest people in gardening. Illustrated.

General Science Quarterly. Salem, Mass. \$1.50.

Issued November, January, March, and May.

Devoted exclusively to science in elementary and secondary schools. List of science articles in current magazines and full list of the magazines of interest to science teachers a valuable feature.

Nature-Study Review. Monthly. Comstock. \$1.50.

Suggestions for nature-study lessons in grades. Illustrated.

Popular Mechanics. Monthly. 6 North Michigan Avenue, Chicago. \$3.

Beginning January, 1920, indexed in Industrial Arts Index. (See page 26.)

Descriptions of new mechanical devices. Very popular with boys. Illustrated.

Popular Science Monthly. Modern Publishing Co., 225 West 39th Street, New York. \$3.

"Practical plans for carpentry, home, handicraft, wireless, and photography." Illustrated.

Not in any way connected with the old magazine of the same name, which is now published under the name of "Scientific Monthly."

School Science and Mathematics. Monthly, October to June. Smith & Turton, Pubs., 2059 East 72d Place, Chicago. \$2.50.

Material on the teaching of these subjects in secondary schools or colleges.

Scientific American. Weekly. Munn. \$6.

"Purpose of this journal is to record simply, accurately, and interestingly the progress in science, inventions, discoveries, engineering, and industrial and commercial achievement." Very popular with all boys above the fifth grade.

3. CHILDREN'S MAGAZINES.

American Boy. Monthly. Sprague Publishing Co., American Bldg., Detroit, Mich. \$2.50.

Stories, special departments for science, sports, craftsmanship, and photography. Illustrated.

Boy's Life. Boy Scout Magazine. Monthly. Boy Scouts of America, Pubs., 200 Fifth Avenue, New York City. \$2.

Little Folks. Monthly. S. E. Cassino Co., Pubs., Salem, Mass. \$1.

Stories, pictures, and games for children from three to twelve.

Open Road. Monthly. The Torbell Co., 248 Boylston Street, Boston. \$3.

A magazine for older boys. Begun, 1919. First numbers have been excellent.

St. Nicholas. Monthly. Century. \$4.

Founded in 1873. Carries departments of history, biography, travel, and nature-study. Contains stories and puzzles. Runs many contests for readers. Many well-known books for children first appeared here as serials, *e.g.*, The Brownies, by Palmer Cox; several of Mrs.

Burnett's stories, *Little Lord Fauntleroy*, etc.; *The Peterkin Papers*, by Lucretia Hale; *Understood Betsy*, by Mrs. Fisher; and stories by Seaman and Barbour. File of bound volumes valuable and much used. V. 1-45 indexed in a single volume, published by H. W. Wilson, 1920. Only children's magazine indexed in periodical index.

Wohelo Magazine. Camp Fire Girl's Magazine. Monthly. Camp Fire Girls, Inc., Pubs., 31 East 17th Street, New York. \$1.

Youth's Companion. Weekly. Boston, Mass. \$2.50.

Founded in 1827. World news, stories, and special departments for boys and girls. (See also "*Field and Stream*," page 38; "*Outing*," page 38; "*Popular Mechanics*," page 39.)

VI. MAGAZINES AND RECENT BOOKS ON EDUCATION.

1. MAGAZINES AND PERIODICALS.

Education. Monthly. The Palmer Co., 120 Boylston Street, Boston. \$4.

Articles on all phases of education, especially secondary.

Educational Administration and Supervision. Monthly, except July and August. Warwick, Baltimore, Md. \$2.50.

Articles by experts in educational administration. Professional literature.

Educational Review. Monthly, except July and August. Doran. \$3.

One of the standard educational periodicals. Inclined to be heavy; occasional articles of general interest.

Elementary School Journal. Monthly, except July and August. Univ. of Chicago Press. \$2.50.

Published by the faculty of the Chicago University School of Education. Continues Elementary School Teacher.

With School Review (see page 42) issues monographs on timely educational subjects. Monographs must be purchased separately.

The Journal of Education. Weekly. 6 Beacon Street, Boston. \$3.

Weekly journal which deals with the general field of school administration.

Journal of Educational Psychology. Monthly, except July and August. Warwick. \$3.

Presents articles on standard tests and measurements in school subjects, and other recent advances in experimental psychology.

Journal of Educational Research. Monthly, except July and August. \$3.

Departments of Child Accounting; Curriculum Analysis; School Supervision; Educational Tests and Measurements; Educational Finance; Buildings and Building Programs; Records and Reports of National Association of Educational Research.

Kindergarten and First Grade. Monthly, except July and August. Milton Bradley Co., Springfield, Mass. \$2.

Continues Kindergarten Review. Suggestions and current activities relating to first three grades of school.

Kindergarten Primary Magazine. Monthly, except July and August. Manistee, Mich. \$1.

Continues Kindergarten Magazine. Useful to teachers of early grades.

School and Society. Weekly. Science Press. Garrison, N. Y. \$5.

Weekly journal which endeavors to meet present efforts to make closer connection between education and social motives. Should be in every public library for general information to all readers.

School Review. Monthly, except July and August. Univ. of Chicago Press. \$2.50.

Published by the faculty of the Chicago University School of Education. Devoted to secondary education. Value to teachers in junior and senior high schools.

With *Elementary School Journal* (see page 41) issues monographs on timely educational subjects; *e.g.*, Gray, C. T. Types of reading ability as exhibited through tests and laboratory experiments. Chicago. 1919. \$1.40 postpaid.

Teachers' College Record. Bimonthly, except July. 525 West 120th Street, New York. \$1.50.

Published by Teachers' College, Columbia University. "A journal devoted to the practical problems of elementary and secondary education and of the professional training of teachers."

United States Bureau of Education Bulletins.

Contain much of value to schools. Monographs and reports on educational topics from all parts of the world. Frequently illustrated by pictures, graphs, and charts. Issued about one a week, sometimes more frequently. May be purchased separately from the Superintendent of Documents, Washington, D. C. Will be sent regularly to libraries and schools on request.

Order by name and year and number of bulletin, *e.g.*, United States Bureau Educ. Bull., 1917, No. 2, "Reorganization of English in Secondary Schools."

Year Books of the National Society for the Study of Education. Usually written N. S. S. E. Public School.

Two or three issued each year. Known by number, *e.g.*, Eighteenth Yearbook, Part I. Contain useful material on special methods for special subjects, school administration, and teacher training. Each number devoted to one subject.

2. RECENT BOOKS ON EDUCATION.

Among an ever-increasing number of books on education it is difficult to select those that are most useful. Nothing older than seven years has been included.

A. GENERAL.

Bagley, W. C. *School Discipline.* Macmillan. 1914. \$1.50.

Presents various steps necessary to establish that school "spirit" which will reduce the problem of discipline to the minimum.

Bennett, H. E. *School Efficiency.* Ginn. 1917. \$1.25.

Care of buildings, grounds, and equipment; school management related to marks, reports, programs, discipline, etc. An all-round guide for practical teaching problems.

Branom, M. E. *Project Method.* Badger. 1919. \$1.75.

Cubberley, E. P. *Public Education in the United States.* Houghton. 1919. \$1.75.

A history of education in the United States used as a basis for the interpretation of modern educational theory and practice. The social motive, project method, educational measurements, Gary plan, all have their share in this interpretative treatment. Contains an annotated and evaluated bibliography with each chapter.

— *Public School Administration.* Houghton. 1916. \$1.75.

States the fundamental principles underlying the proper organization and administration of public education in the United States. Discusses briefly the historical evolution of the principal administrative offices and problems, and points out what seems to be most probable lines of future development.

Curtis, H. S. Education through Play. Macmillan. 1915. \$1.50.

Treats of the function of play in education, and contains much illustrative material of value.

Dewey, John. Democracy and Education. Macmillan. 1920. \$2.

"An endeavor to detect and state the ideas implied in a democratic society and to apply these ideas to the problems of the enterprise of education."

Foght, H. W. The Rural Teacher and His Work. Macmillan. 1917. \$1.40.

Emphasizes the close contact the teacher should make with the community life, deals with the problems of school organization and management, and treats of the content of the course of study and methods of instruction.

Hall-Quest, A. L. Supervised Study. Macmillan. 1916. \$1.25.

Emphasizes the distinction between hearing lessons and teaching.

Munroe, W. S., DeVoss, J. C., and Kelly, F. J. Educational Tests and Measurements. Houghton. 1917. \$1.50.

A clear and relatively simple statement of the purposes, methods, and general principles of tests as measuring results of teaching.

Riverside Educational Monographs. Henry Suzzallo (ed.). Houghton. 40 and 75 cents.

Issued frequently. Libraries would do well to have the volumes as they appear. A complete list should be secured from the publishers.

Starch, Daniel. Educational Psychology. Macmillan. 1919. \$2.50.

"The new type of psychology based on measurement."

Strayer, G. D., and Norsworthy, Naomi. How to Teach. Macmillan. 1917. \$1.50.

Some topics included are educational psychology, general method, and tests and measurements. Applies educational psychology to practical use.

Terman, L. M. The Hygiene of the School Child. Houghton. 1914. \$1.65.

Shows cause and effect in the health of school children, the bearing of health on mental progress, and the responsibility of the teacher.

— Intelligence of School Children. Houghton. 1919. \$1.75.

Treats of the educational significance of intelligence, the great differences in the intelligence of school children, and what may be expected from, and what ought to be done for, pupils of different degrees of intellectual capacity.

Whipple, G. M. How to study Effectively. Public School. 1916. 50 cents.

B. ELEMENTARY.

Bobbitt, Franklin. The Curriculum. Houghton. 1918. \$1.50.

Written from the point of view of the present social aims in education. Gives principles of curriculum making, and some values to be gained by their application.

Freeland, G. E. Modern Elementary School Practice. Macmillan. 1919. \$1.50.

Discusses motivation, project method, socialized recitation, and other present theories of education which have "already had successful application and thorough trial."

Freeman, F. N. How Children Learn. Houghton. 1918. \$1.60.

Kendall, C. N., and Myrick, G. A. How to teach the Fundamental Subjects. Houghton. 1915. \$1.25.

Discusses the content of the elementary school subjects and methods of instruction.

Lincoln, L. I. Everyday Pedagogy. Ginn. 1915. \$1.

A thorough study of schoolroom needs and of carefully tested theory. Special application to rural school conditions.

Norsworthy, Naomi, and Whitley, M. T. Psychology of Childhood. Macmillan. 1918. \$1.60.

Gives recent developments in study of the child mind and their bearings on educational processes.

Rapeer, L. W. Teaching Elementary School Subjects. Scribner. 1917. \$2.

Especially useful bibliography on each subject of the curriculum.

C. SECONDARY.

Briggs, Thomas H. The Junior High School. Houghton. 1920. \$1.12.

Critical analysis of the junior high school movement, and of the organization, aims, special functions, administration of junior high schools, costs, and results.

Colvin, S. G. An Introduction to High School Teaching. Macmillan. 1917. \$1.

Material on lesson plans, questioning drill, discipline, and supervised study.

Davis, Jesse B. Vocational and Moral Guidance. Ginn. 1914. \$1.25.

Gives definite suggestions as to this form of educational responsibility gained as a result of the author's own successful work in Central High School of Grand Rapids, Mich. Bibliography of other books on the subject at end of each chapter, and chapters on Y. M. C. A., Civic Organizations, and Library in Vocational Guidance, written by some one from each of the organizations mentioned.

Foster, H. H. Principles of Teaching in Secondary Education. Scribner. 1921. \$1.75.

Inglis, Alexander. Principles of Secondary Education. Houghton. 1918. \$2.75.

Thorough, scientific treatment. Considers the nature of the pupil to be educated, social needs, development of secondary schools, aims and functions of secondary education, and the place of the various studies.

Johnston, Charles Hughes, and others. High School Education. Scribner. 1912. \$1.88.

— Modern High School. Scribner. 1916. \$1.88.

Koos, Leonard V. The Junior High School. Harcourt, Brace & Howe. New York. 1920. \$1.36.

Concise treatment of distinctive functions, organization, and administration of junior high school.

McGregor, A. Laura. Supervised Study in English. Macmillan. 1921. \$1.60.

Specific treatment of supervised study in junior high school classes in English.

National Education Association. Reports of the Commission on the Reorganization of Secondary Education. Superintendent of Documents. The following reports of this Commission are of special value to teachers in junior and senior high schools. The first three reports are of value to every teacher. The others deal with particular subjects. Remittance should be by money order.

EDUCATION BULLETIN.

PRICES PER COPY (CENTS).

	Less than 50.	50 or More.
1918, No. 35, Cardinal Principles of Secondary Education, . . .	5	3
1917, No. 51, Moral Values in Secondary Education, . . .	5	4
1918, No. 19, Vocational Guidance in Secondary Education, . . .	5	3
1915, No. 23, The Teaching of Community Civics, . . .	10	5
1916, No. 28, The Social Studies in Secondary Education, . . .	10	5
1917, No. 2, Reorganization of English in Secondary Schools, . . .	20	15
1917, No. 49, Music in Secondary Schools, . . .	5	4
1917, No. 50, Physical Education in Secondary Schools, . . .	5	3
1919, No. 55, Business Education in Secondary Schools, . . .	10	5
1920, No. 1, The Problem of Mathematics in Secondary Educa- tion, . . .	5	3
1920, No. 26, Reorganization of Science in Secondary Schools, . . .	10	3
1920, No. 35, Agriculture in Secondary Schools, . . .	5	3

Parker, Samuel C. Methods of Teaching in High Schools. Ginn. 1915. \$1.50.

Analysis of the learning process, with practical applications to high school teaching.

Snedden, David. Problems of Secondary Education. Houghton. 1917. \$1.50.

VII. BOOK SELECTION AND BOOK BUYING.

1. LIBRARY LISTS.

Library lists are issued by State departments of education and by State library commissions, for example:—

Minnesota, Department of Education, 1918-19. St. Paul. Free.

Library Books for Elementary and Rural Schools.

Oregon State Library, 1906. Salem, Ore. 25 cents.

Books for Elementary Schools, Part I.

Books for High Schools. Part II.

LIBRARIES AND STATE DEPARTMENTS ISSUING VALUABLE LISTS FROM TIME TO TIME.

Boston Public Library, Boston, Mass.

Brookline Public Library, Brookline, Mass.

Buffalo Public Library, Buffalo, N. Y.

Cleveland Public Library, Cleveland, Ohio.

New York City Public Library, New York City, N. Y.

New York State Department of School Libraries, Albany, N. Y.

Newark Public Library, Newark, N. J.

Pittsburgh Carnegie Library, Pittsburgh, Pa.

Springfield Public Library, Springfield, Mass.

Wisconsin Free Library Commission, Madison, Wis.

Worcester Public Library, Worcester, Mass.

A request to these libraries, enclosing stamp for reply, will bring information and often lists themselves.

2. SOURCES OF INFORMATION ON NEW BOOKS.

The Booklist. A. L. A. \$1.50. Monthly, except August and September.

A list of new books with notes of evaluation and summary. On alternate months it gives lists of new editions and of United States government documents of value to libraries. Department for children's books. Arranged in groups by the Dewey Classification. (For education, see 370.) Index by author in each number. Annual index to entire year by author and title. Sent to small libraries by the Division of Public Libraries of the State Department of Education.

The Book Review Digest. Wilson. \$10 subscription. \$5 annual volume without subscription. Monthly.

Lists selected books of the month with reviews from leading reviewing sources. Indexed and quoted from. Plus and minus signs show favorable or unfavorable comment. A classified index to the material helps readers to find books on given subjects. Under "Books for boys and girls" are listed a few new children's books of the month. Paragraph of summary precedes the reviews. Found in all large and in many small libraries.

Publisher's Weekly. Bowker. \$5.

Weekly news of the American book trade. Midsummer number lists all educational books in print, by author. Particularly useful for textbooks. Illustrated. Found in many libraries.

NOTE. — The following periodicals have excellent reviews on current books: Atlantic Monthly, reviews by leading libraries of the country; Bookman, section on children's books edited by Miss Annie Carroll Moore, Supervisor of Children's Work in the New York Public Library; Dial; Literary Digest; Outlook; School and Society; School Review, reviews of books on education; Boston Transcript; New York Times; Springfield Republican.

3. GOVERNMENT PUBLICATIONS.

By consulting the Monthly Catalog issued by the Superintendent of Documents choice can be made of desirable pamphlets. The following government reference books are of special value:—

The Monthly Catalog, United States Public Documents.

The Federal Executive Departments as Sources of Information for Libraries.

A bulletin issued by the Bureau of Education.

The Educational Directory of the Bureau of Education.

The Price Lists, 44 in number, issued by the Superintendent of Documents.

These pamphlets and books can be obtained from the Superintendent of Documents, Washington, D. C.

A list of government publications of value to teachers is given in Fay and Eaton, *Use of Books and Libraries*. 1919. pp. 84-99.

4. SOURCES OF INFORMATION ON PUBLISHERS AND PRICES OF ALL BOOKS IN PRINT IN THE UNITED STATES.

United States Catalog. 1912. \$36.

United States Catalog Supplement, 1912-17. \$48.

Cumulative Book Index (Current). \$24.

Bound annually to supplement United States Catalog. A monthly record of books published in the United States. Cumulates in December and June. Year runs from June to June. Records many pamphlets.

The above series is published by H. W. Wilson Company, and is found complete in large libraries. All entries are by author, title, and subject, and all editions of a work are included with prices of each. The expense of this series is prohibitive to many libraries. If school departments and town libraries could unite in the purchase of this most useful tool, one set could serve a community to very great advantage in the ordering of new books by any given author or on any given subject.

Publishers' Trade List Annual. Bowker. \$2.50.

This volume gives all the publishers' annual announcements in alphabetical arrangement. Use this to find any publication when the publisher is known. Use also to find what a given publisher issues and price of same. Much less expensive than the United States Catalog series, but more limited in usefulness.

5. SOURCES OF INFORMATION ON CHILDREN'S BOOKS.

Books for Boys and Girls. C. M. Hewins, Compiler. A. L. A. 1915. 20 cents.

One of the best lists available. Selected, annotated, classified under subjects, *e.g.*, "Out-of-doors books," "Stories of home, school, country, and city life."

Books for Boys and Girls. A Suggestive Purchase List. B. E. Mahony, Director, Bookshop for Boys and Girls, 254 Boylston Street, Boston. 1919. 35 cents.

An artistic list prepared by the Director of the Bookshop each year. Useful in its classification by ages and subjects, and for its inclusion of new titles and new editions.

Children's Catalog of 3,500. Corinne Bacon (ed.), Wilson. 1916.

3,500 titles of children's books selected from many standard lists. Notes give description of book. Grade to which suited shown by figures, *e.g.*, (6-8). Useful for information as to a given book, editions of any book, or books selected from any given author or on any given subject. Helpful in starting a new library.

Children's Catalog Supplement, 1916-19. Wilson. 1920.

Continuation of the Children's Catalog, bringing it up to date.

Pittsburgh, Carnegie Library.

Catalog of books, annotated and arranged, and provided by the Carnegie Library of Pittsburgh for use of the first eight grades in the Pittsburgh schools. Carnegie Library. 1907. 50 cents postpaid.

Wilson, Martha. Library Books for High Schools. United States Bureau of Education. Bulletin, 1917, No. 41. Superintendent of Documents. 15 cents.

An annotated list of books and magazines suitable for all high school subjects.

6. BOOKS GIVING PRINCIPLES OF CHOICE WITH RECOMMENDED LISTS.

Bryant, S. C. How to Tell Stories to Children. 1905. Houghton. \$1.35.

Colby, Rose. Literature and Life in School. 1906. Houghton. \$1.35.

Fay and Eaton. Use of Books and Libraries. 1919. Boston Bk. \$2.75.

Harron, J. C., and Others. Course of study for normal school pupils on literature for children. 1912. Wilson. Out of print, except in bound volumes of Modern American Library Economic Series. Elm Tree Press.

Hunt, C. W. What shall we read to the children? 1915. Houghton. \$1.35.

Lowe, Orton. Literature for children. 1914. Macmillan. \$1.

Olcott, F. J. The children's reading. 1912. Houghton. \$1.50.

This book contains the following lists of special value: —

Stories to tell or read aloud.

Lists for holidays.

Lists on special subjects, *e.g.*, adventure.

Lists of plays for children.

Lists of "stepping-stones" (books to lead to better books).

7. FORM RECOMMENDED FOR REQUESTING PURCHASE OF BOOKS.

When requesting new material from the library or school department, teachers should use a form such as the following: —

The following books will in my opinion be worth purchasing for the use of the schools: —

Palmer, G. H. The Ideal Teacher. Houghton. 40 cents. (Riverside Educational Monographs.)

Wilson, Martha. School Library Management. Wilson. 60 cents.

Date.

Signed.

Address.

VIII. CATALOGS, CLASSIFICATION SYSTEMS, AND VERTICAL FILES.

1. LIBRARY CATALOGS.

Purpose of the Catalog. — To indicate in a systematic, convenient manner the printed material available in the library.

Method of Accomplishment. — Formerly accomplished by printed book catalogs, supplemented by endless lists of additions. This method was abandoned because never up to date, awkward to consult, and wholly inefficient. At present most generally effected by card catalogs.

The chief difference between the book catalog and the card catalog is that in the book catalog the data about various books, one entry after another, are printed on a page or sheet, while in the card catalog each card contains data regarding only one book or article. Each card indicates the author, title, place, and date of publication of the book it represents, and the symbol designating its location on the shelves.

To facilitate the filing of cards the top line is reserved for the distinctive item for which the card stands.

On each card is given the "call number" or "book number," the symbol by which the book is found on the shelf. This is usually placed in the upper left-hand corner of the card.

Information indicating Resources. — *Author* cards answer the question, "What books by a certain person are in the library?"

Title cards answer the question, "Is a certain book to be had?"

Subject cards answer the question, "What books about a given subject are available?"

Editor, compiler, and translator cards indicate books best known by the editor, compiler, or translator.

Material appearing in collections, or in a part of a book, or even in a chapter, is indexed by author, title, or *subject analytic*

card, *i.e.*, card showing that the entire book or set of books has been analyzed, and giving the locations of the different parts.

Reference cards refer the reader from one part of the catalog to another:—

- (a) For additional material on a similar or related subject.
- (b) From an uncommon form to the familiar.
- (c) From a pseudonym to the real name.

Arrangement.—The cases or drawers of the catalog are arranged like the paragraphs in the columns of a newspaper. They begin at the upper left-hand corner and are read downward, following to the next row, and so on. Letters or abbreviations on the front of each case indicate its contents.

The cards in each drawer are filed alphabetically according to the data on the top line.

Guide cards appear at convenient intervals indicating subdivisions of the alphabet or important subject headings.

Different Types.—One type of catalog consists of three parts,—one for the author cards, one for the subject cards, and another for the title cards. They are called *Author Catalog*, *Subject Catalog*, and *Title Catalog*, respectively. This type is not now commonly used.

A catalog in which cards are filed in the order in which the books stand on the shelves is called a *Class Catalog*.

The most convenient and most approved type is the *Dictionary Catalog*, so called because all the headings, whether author, subject, or title, are filed alphabetically in one catalog, just as the words in a dictionary are arranged. When many cards are headed by the name of the same author they are arranged alphabetically according to the titles of the books.

For further discussion of the catalog see —

- Fay and Eaton. *Use of Books and Libraries*. 1919. Chapter IX. Boston Bk.
- Lowe, J. A. *Books and Libraries*. 1917. Chapter I. Boston Bk.
- Wilson, Martha. *School Library Management*. 1919. pp. 70-90. Wilson.

2. CLASSIFICATION SYSTEMS.

Purpose. — To bring together in one place according to a convenient, systematic arrangement all the books of a similar nature. Everything considered, experience shows that the subject-matter of a book is the safest basis for classification.

Method. — Books are arranged on the shelves according to their subject-matter, and as near them as convenience will allow are placed allied subjects.

Every library should have a scheme or plan of classification, giving —

(1) A list of the classes or groups into which the books are divided, including essential subdivisions.

(2) A notation, or distinctive symbol, used to designate each book of the collection.

(3) An index showing the group in which any matter under consideration may be classified.

Systems. — (a) *Decimal.* Devised and developed by Melvil Dewey. The Decimal System is in widest use and is more fully indexed than the Expansive. It divides all human knowledge into ten main classes, each of these into ten sub-classes, and so on. Its notation consists of whole numbers and decimal fractions.

Main Classes.

000-099 General Works.
100-199 Philosophy.
200-299 Religion.
300-399 Sociology.
400-499 Philology.

500-599 Natural Science.
600-699 Useful Arts.
700-799 Fine Arts.
800-899 Literature.
900-999 History.

Example of Subdivision of a Main Class.

900 History.
930 Ancient History.
940 Europe.
970 North America.

Example of Further Subdivision.

973 United States.
973.1 Discovery.
973.2 Colonial.
973.3 Revolution.
973.4 Constitutional Period.
973.5 War of 1812.

(b) *Expansive.* Formulated by C. A. Cutter. The Expansive System is perhaps more logical in some respects, and, as it

uses a predominant alphabetic notation, admits of many co-ordinate classes and subclasses.

Main Classes.

A. General Works.	N. Botany.
B. Philosophy.	O. Zoology.
C. Christianity.	P. Vertebrates.
D. Ecclesiastical History.	Q. Medicine.
E. Biography.	R. Useful Arts.
F. History.	S. Constructive Arts.
G. Geography.	T. Fabricative Arts.
H. Political Science.	U. Art of War.
I. Sociology.	V. Athletic and Recreative Arts.
J. Government.	W. Fine Arts.
K. Woman.	X. English Literature.
L. General Science.	Y. Literature.
M. Natural Science.	Z. Book Arts.

Example of Subdivision of One Class.

F. History:
F02 Ancient History.
F30 Europe.
F83 United States.
F831 Colonial Period.
F832 Revolution.
F833 Period 1783-1860.
F834 Civil War.

The Cutter System is included here because it is used in some Massachusetts libraries.

Notation, or Book Number. — This is a symbol standing for an individual book. It indicates a book and also its card in the catalog. This number is used to charge a book on the borrower's card, and to keep the book in its place on the shelves, distinguishing it from every other book in the library. It is usually a combination of figures and letters, consisting of the class number, the author mark, and the individual book mark; *i.e.*, 520 B21 indicates Ball's Story of the Heavens. Librarians now frequently omit the book number. If it is included in the call number on the catalog card it must be copied by the borrower when calling for a book.

Shelf Arrangement. — Books are arranged numerically by the number on the top line of the notation, then alphabetically

by the letter on the lower line, and numerically again by the figures following the letter. Books are arranged on each shelf from left to right, and the shelves are usually arranged from top to bottom, like columns on the page of a newspaper.

For further discussion of classifications see —

Fay and Eaton. *Use of Books and Libraries*. 1919. Chapter VIII. Boston Bk.

Lowe, J. A. *Books and Libraries*. 1917. Chapter II. Boston Bk.

Wilson, Martha. *School Library Management*. 1919. pp. 36-51. Wilson.

3. THE VERTICAL FILE.

Pamphlets, clippings, pictures, and other illustrative material are an important supplement to books. To make such a mass of ephemeral literature available for immediate use it must be organized carefully and placed conveniently for instant call. The vertical filing cabinet is a necessity for this purpose. Drawers usually measuring about 10 by 12 inches hold this material in folders labeled with subject headings, *e.g.*, Birds; Chocolate; Roosevelt, Theodore; Thanksgiving. In these folders are placed all the pictures, articles, or pamphlets relating to the subject, each separate piece of material bearing the same label as that on the folder to insure its return to the proper place. The subject folders are arranged in alphabetical order in the drawers, and are frequently given a card in the catalog drawer, for example: —

Roosevelt, Theodore.

For supplementary material see vertical file.

This material is kept up to date by constant additions, and by weeding out articles no longer timely. Borrowers may use the vertical file on application to the librarian, though it is customary for only one person on the library staff to take out and return the material to the drawers, to insure order and correct filing. Material cannot usually be taken from the library building, but is occasionally loaned like books when conditions require.

All such material, however, is made accessible for study purposes when teachers send notice of special topics and needs of given classes at certain times. (See Professional Relations of Teachers and Librarians, page 60.)

For further information on vertical files see:—

Modern Library Economy Series. Wilson.

Vertical File. McVety, M. A., and Colegrove, M. E. Wilson. 50 cents.

IX. BULLETIN BOARDS.

Bulletin boards are of great value in stimulating interest in the library and its resources.

Bulletin boards in public libraries may be of assistance to school work if they contain: —

Holiday pictures and programs.

Seasonable illustrations and reading lists.

Required reading lists with pictures of authors, their homes, etc.

Announcements of educational lectures, giving lists of articles and pictures regarding subject and lecturer.

Announcements of extension courses, giving required readings.

Lists of books, pamphlets, and magazine articles on education.

Some public libraries maintain a bulletin board especially for teachers.

Bulletin boards in schools are useful —

For correlation with school subjects. There may be a bulletin board for each school subject, if space permits; otherwise various departments may alternate in the use of one board.

For exhibits. Parent-teachers' meetings and holiday celebrations.

For information. Notices, current events, and lists for outside reading.

For advertising. School activities, and local educational or community interests.

Materials for bulletin board background: —

Cork is the most satisfactory material in general use, — durable, available in soft tones.

Soft wood may be used if covered with burlap or art denim. Bulletin boards are often made by the manual training department.

Colors for background. Neutral tints should usually be used. The colors should harmonize with the room. Brown or green are generally the most satisfactory.

General directions for making bulletin boards: —

Arrangement. — There should be a unit of thought for each bulletin, — one idea at a time avoids confusion.

Margins should be balanced.

There should be a center of interest.

The material should be balanced.

The edges next to the outside margins should usually be straight.

An appropriate heading adds to meaning and attractiveness.

When finished a bulletin as a whole should constitute a picture and be pleasing to the eye.

Color adds much to the attractiveness of bulletin boards when wisely employed. It may find place in mounts for headings and pictures, in illustrations and in lettering. Use only two colors at one time, and select harmonious colors.

Lettering. — Hand work when well done is most effective. Printed headings from papers or signs may be utilized. Letters may be purchased in assorted sizes and colors, gummed for use. (See Wilson, Martha, *School Library Management*, for sources.)

Fasteners. — Use thumb tacks with heads large enough to slip material under. Do not pierce material if possible to avoid it. Small clips with pin catch are useful for pictures. Pins may be used for temporary material only.

Books. — When space permits, a table placed below the bulletin board and displaying books on the subject adds greatly to the attractiveness and use of the materials.

Materials for display: —

Clippings. — Large clear type is desirable. A few carefully selected clippings are more likely to be read.

Pictures, Maps, etc. — Newspaper cuts and magazine prints should be used only when they are distinct. In using advertisements remove printing usually. The following are especially effective: prints sold by firms such as Perry, Brown, Elson; Mentor prints; and book jackets. (For addresses see page 9.)

Change material frequently to retain interest, but not so often as to fail of purpose, or to result in poorly prepared material. A well-edited, carefully arranged bulletin board requires

time and thought. Only material of value and good form should appear.

Current Interests. — Relate bulletins to current interests.

Call attention of those interested to a particular bulletin prepared on their subject. Lack of observation is very common. The test of a successful bulletin board is the resultant activity of some kind.

For further suggestions regarding bulletin board work see United States Bureau of Education, Division of Educational Extension, Library Service, pages 8 to 11, January, 1919.

X. LIBRARY HOUR.

“Library hour” is the name applied to the time given regularly each week or month by a class to the direct use of library books. This may consist of recreational reading, either aloud or individually, general conversation about books, or silent reading from groups of books on specially assigned subjects, to be reported on later, so that the entire class may share in the results. Lessons on the use of the library or of reference books (see page 64) are often given at this time, either at the public library or school library, or in the classroom.

Teachers and librarians who conduct library hours are requested to make written accounts of this work to the Division of Public Libraries, State House, Boston, as this type of work is in the experimental stage, and is capable of wider use in new and useful ways if cooperation can bring these to light.

XI. PROFESSIONAL RELATIONS OF TEACHERS AND LIBRARIANS.

Cooperation is indispensable to secure the education of all the people. United effort is needed to acquaint the children with the library and to lead them to become intelligent borrowers. Teachers should learn the resources of the local library and of museums, both for their personal use and in order to direct the pupils. Librarians should be supplied with copies of the courses of study in the local schools in order to provide materials needed, and to notify schools of the facilities available.

In Lexington, the librarian at the public library secures in the summer from the superintendent of schools a list of the new teachers expected in the fall. A personal note is sent to each one on her arrival in the village, inviting her to make immediate and constant use of any facilities the library can provide. The response is gratifying, and shows an appreciation of the cordiality and promptness of the contact.

Requests for New Books and Periodicals. — Teachers should send requests for new books and periodicals in writing, whenever possible giving accurately the author, title, publisher, and price if available; also a general statement of those to whom the material will be of use. Public libraries cannot be expected to purchase many textbooks nor many copies of any single book used intensively for a brief period each year. (For a suggested form of request see page 49.)

Advance notice of material needed for reference study should be given to the library to insure its collection and reservation if necessary. The collection and preparation of material for study purposes take time and effort. Sufficient notice of the topic and time when such material is to be used will result in a larger amount of material, and suitable arrangement for comfortable use by the reader, with less delay to all concerned. Teachers should indicate the period of time

for which the material will be needed and the number of pupils expected to use it; and they should be definite and accurate in their assignments to insure the collection of correct material. Librarians should insist that students help themselves as much as possible, and at the same time encourage students to ask for help in cases of perplexity.

Special privileges accorded to teachers in borrowing books or pictures for extended use call for the full recognition of the need for cooperation in the use of community property. This involves the prompt return of material borrowed and the prompt payment of any fines or damages.

Outside Resources. — Librarians may inform teachers as to library facilities outside the local library and the procedure necessary to use them. Teachers will find the use of such resources extremely helpful.

Patrons of To-morrow. — School children of to-day are the library patrons of to-morrow, and every librarian is eager to attract and train these future patrons.

XII. DIRECTORY OF PUBLISHERS FREQUENTLY REFERRED TO IN THIS BULLETIN.

- AM. FEDERATION OF ARTS, Leila Mechlin, Sec., 1741 New York Avenue, Washington, D. C.; 215 West 57th Street, New York.
- A. L. A.: American Library Association, 78 East Washington Street, Chicago.
- APPLETON: D. Appleton & Co., 29-35 West 32d Street, New York; 533 South Wabash Avenue, Chicago.
- ATLANTIC MONTHLY PRESS: 8-9 Arlington Street, Boston.
- BOSTON BK.: Boston Book Co., 83-91 Francis Street, Boston.
- BOWKER: R. R. Bowker Co., 62 West 45th Street, New York.
- BUFFALO SOC. OF NATURAL SCIENCES, Library Building, Buffalo, N. Y.
- CAMBRIDGE UNIVERSITY PRESS, 35 West 32d Street, New York.
- CASSELL: Cassell & Co., 43 East 19th Street, New York.
- CENTURY: Century Co., 353 4th Avenue, New York.
- COLUMBIA UNIVERSITY PRESS, Lemcke & Buechner, Agents, 30-32 West 27th Street, New York.
- COMSTOCK: Comstock Publishing Co., Ithaca, N. Y.
- CROWELL: T. Y. Crowell Co., 426-428 West Broadway, New York.
- DEMOCRAT PTG. Co., Madison, Wis.
- DE WOLFE & FISKE Co., 20 Franklin Street, Boston.
- DODD: Dodd, Mead & Co., 4th Avenue and 30th Street, New York.
- DOLE: Nathan Haskell Dole, Jamaica Plain, Boston. (Francis A. Niccolls & Co., Agents, 212 Summer Street, Boston.)
- DORAN: Doran Publishing Co., 244 Madison Avenue, New York.
- DOUBLEDAY: Doubleday, Page & Co., Garden City, N. Y.
- DUTTON: E. P. Dutton & Co., 31 West 23d Street, New York.
- ELM TREE PRESS, Woodstock, Vt. (Modern American Economy Series for sale by H. W. Wilson Co.)
- ENCYCLOPEDIA AMERICANA CORPORATION, 27 William Street, New York.
- FAXON: F. W. Faxon Co., 83 Francis Street, Boston.
- FUNK: Funk & Wagnalls Co., 354-360 4th Avenue, New York.
- GINN: Ginn & Co., 15 Ashburton Place, Boston; 2301-2311 Prairie Avenue, Chicago.
- GOV. PTG.: Government Printing Office, Washington, D. C.
- HAMMOND: C. S. Hammond & Co., 30 Church Street, Hudson Terminal Building, New York.
- HARPER: Harper & Brothers, Franklin Square, New York.
- HEATH: D. C. Heath & Co., 50 Beacon Street, Boston.
- HOLT: Henry Holt & Co., 19 West 44th Street, New York.
- HOUGHTON: Houghton, Mifflin Co., 4 Park Street, Boston; 16 East 40th Street, New York; 2451-2459 Prairie Avenue, Chicago; 278 Post Street, San Francisco.
- LIPPINCOTT: J. B. Lippincott Co., East Washington Square, Philadelphia.
- LONGMANS: Longmans, Green & Co., 443-449 4th Avenue, cor. 30th Street, New York.
- LOTHROP: Lothrop, Lee & Shepard Co., 93 Federal Street, Boston.
- MCCLOUD: Book department taken over by Doubleday.
- MACMILLAN: The Macmillan Co., 66 5th Avenue, New York.
- MALKAN: H. Malkan, 42 Broadway, New York.
- MARQUIS: A. N. Marquis & Co., 440-442 South Dearborn Street, Chicago.

- MERRIAM: G. and C. Merriam Co., Springfield, Mass.
- MOFFAT: Moffat Yard & Co., 116-120 West 32d Street, New York.
- MUNN: Munn & Co., 233 Broadway, New York.
- NICHOLS: C. A. Nichols Co., 356 Main Street, Springfield, Mass.
- OUTING PUB. Co., 141 West 36th Street, New York. (Book business sold to Macmillan.)
- OUTLOOK Co., 381 4th Avenue, New York.
- OXFORD: Oxford University Press (American Branch), 35 West 32d Street, New York.
- PAN AMERICAN UNION, 17th and B Streets, N. W., Washington, D. C.
- POPULAR MECHANICS, 6 North Michigan Avenue, Chicago.
- PRESS PUB.: Press Publishing Co. (New York World), Pulitzer Building, New York.
- PUBLIC-SCHOOL: Public-School Publishing Co., Bloomington, Ill.
- PUTNAM: G. P. Putnam's Sons, Putnam Building, 2-6 West 45th Street, New York.
- RAND: Rand McNally & Co., Rand McNally Building, Chicago; 40 East 22d Street, New York; 455 South Olive Street, Los Angeles, Cal.
- REVELL: Fleming H. Revell & Co., 158 5th Avenue, New York.
- ROW, PETERSON & Co., 623 South Wabash Avenue, Chicago; 112 East 19th Street, New York.
- SCHIRMER: G. Schirmer, 3 West 43d Street, New York.
- SCRIBNER: Charles Scribner's Sons, 597 5th Avenue, New York; 608 South Dearborn Street, Chicago.
- SMALL: Small, Maynard & Co., 41 Mt. Vernon Street, Boston.
- SPON: Spon & Chamberlain, 123 Liberty Street, New York.
- SUPT. OF DOC.: Superintendent of Documents, Washington, D. C.
- UNIV. OF CHICAGO PRESS, East 58th Street and Ellis Avenue, Chicago.
- U. S. AGRIC.: United States Department of Agriculture, Washington, D. C.
- WARNER LIB. Co.: Warner Library Co., 1133 Broadway, New York.
- WARWICK: Warwick & York, Inc., 10 Center Street, Baltimore.
- WILLARD Co., 479 6th Street, Detroit, Mich.
- WILSON: H. W. Wilson Co., 958-964 University (Lind) Avenue, New York.
- WISCONSIN, Department of Public Instruction, Madison.
- WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION, 264 Boylston Street, Boston.
- WORLD BOOK Co., Park Hill, Yonkers-on-Hudson, N. Y.; 2126 Prairie Avenue, Chicago.

APPENDIX.

OUTLINE OF LESSONS ON THE USE OF BOOKS AND
LIBRARIES FOR ELEMENTARY AND
SECONDARY SCHOOLS.

The outline in this Appendix was prepared by the following committee of librarians: —

Miss Florence Damon, *Chairman*, State Normal School, Bridgewater, Mass.

Miss Anna L. Bates, Public Library, Hartford, Conn.

Mrs. Agnes C. Blake, State Normal School, Salem, Mass.

Miss Edith Coulman, High School, Quincy, Mass.

Miss Mary H. Davis, High School, Brookline, Mass.

Miss Marion Lovis, High School, Waltham, Mass.

Miss Elsie Schmidt, State Normal School, Fitchburg, Mass.

The object of these lessons is twofold: to give boys and girls an interest in, and a love for, books and reading; and to show them how to use libraries intelligently.

If a school has organized a school library with a librarian in charge, the instruction herein outlined should be given by the librarian. In other schools the instruction should be given by the teachers. In fact, many of the lessons may be given most effectively in connection with some subject by the teacher of that subject. For example, lessons on the use of the index and the table of contents should be given by the grade teacher as the need for their use arises in English, reading, or history classes. Lessons on the card catalog and the Readers' Guide should be taught in the library. Such lessons may be given during the first part of a library period, and the remainder of the hour spent in reference work or in reading for pure pleasure.

The ideal arrangement is to give these lessons in the regularly scheduled library hour, which each grade should have in the library every week. The children are introduced to many kinds of books, are taught how to find them in a library, and are stimulated to read them. They are trained to realize the value of a library, and to use all its resources in reading for information, inspiration, and recreation.

I. FOR ELEMENTARY SCHOOLS.

Grade I.

I. CARE OF BOOKS.

A. Opening of a new book.

To open a new book properly, hold it on a table back downward. Hold the book vertical, press the front cover down until it touches the table, then press down the back cover, then a few leaves at the back, and then a few at the front, and continue until the book lies open at the middle.

B. Handling of the book.

1. Turn pages by the upper right-hand corner.
2. Use a bookmark.
3. Insist on clean hands.

Suggestions for teaching.

Use one book that is badly worn and one that shows careful handling. Use Goop and Brownie posters. These may be obtained at the Democrat Printing Company, Madison, Wis. The following poem is found on the Brownie poster: —

Brownies wash their hands quite clean,
A dirty book they've never seen.
Brownies do not show their greed
By eating candy when they read.

Brownies do not mark their books,
For this they know would spoil their looks.
Brownies put their books away;
They find them on the shelf next day.

Grade II.

I. REVIEW CARE OF BOOKS.

Suggestions for teaching.

Show the physical make-up of the book to emphasize care in handling.

Grade III.

I. REVIEW CARE OF BOOKS.

II. INTRODUCTION TO THE PUBLIC LIBRARY.

Suggestions for teaching.

If there is no school library, it is doubly important that the children know how to use the public library intelligently. The teacher of the class may take the children to the library, discuss with them library courtesy, and explain the rules for borrowing books. She may show the children where to find books that they will enjoy so that they may become independent in their use of the library. A story hour adds interest to the first visit to the library. The teacher should consult the local librarian in working out these plans.

III. TABLE OF CONTENTS.

A. Use.

B. Arrangement.

Suggestions for teaching.

The teacher may give this instruction in a reading class. Demonstrate how easy it is to find stories in the book by using the table of contents. A device is to compare the numbers on the pages with street or telephone numbers. Then the table of contents is the directory giving the number of the page on which the story may be found. Teach the term, "Table of contents."

IV. ALPHABET STUDY IN PREPARATION FOR THE DICTIONARY.

A. Alphabet games.

1. Arrangement of children by names.

2. Arrangement of authors' names.

Suggestions for teaching.

The aim is to teach the relationship of the letters in the alphabet.

Grade IV.

I. DICTIONARY.

A. Looking up words.

Suggestions for teaching.

This lesson may be taught most effectively in the grade room by the teacher in charge when the need for the use of the dictionary arises. The lesson should be based on the abridged school dictionary, and each child should have his own copy.

II. PARTS OF A BOOK.

A. Title-page.

1. Author.

2. Title.

3. Publisher.

Suggestions for teaching.

In these lessons the teacher has an opportunity to arouse interest in books and authors and to stimulate the growth of reading habits. Many books that children might not choose to read on their own initiative may be so presented by the teacher that the terms "required or supplementary reading" need not be used in the schoolroom. Such lessons should be informal. For instance, the teacher may turn to the title-page, ask the class the name of the book, and discuss what the name signifies and why the writer chose the name. The pupils will then find the author's name on the title-page. Facts of interest about the author may be given by the teacher for the purpose of arousing interest in writers and in the actual writing of books. This discussion will lead to an explanation of the printing of books and the work of the publisher. The story itself may be introduced by the reading or telling of parts that will arouse enthusiasm for the reading of the entire book.

B. Table of contents.

1. Location.
2. Arrangement.
3. Use.

C. Index.

1. Location.
2. Arrangement.
3. Use.
4. Comparison with table of contents.

Suggestions for teaching.

The lesson may be given by the grade teacher as the need for the use of the index arises. Care should be used to show why an index is needed in most books as well as the table of contents. The index is the key to all subject material in the book, while the table of contents gives only the chapter headings.

III. LOCATION OF BOOKS BY SUBJECT.

Suggestions for teaching.

This lesson should be presented in the school library or in the public library. It may be given by the teacher in charge of the grade or by the librarian. The aim should be twofold: To interest boys and girls in different kinds of books, and to point out where they may be found in the library. Choose books of history, nature and fairy stories, books on "how to do things," and books of fiction. Introduce the history stories to the students and point out the shelf on which the book may be found if they should wish to read it. Discover that all history stories are together on the shelf. Follow the same method in locating other kinds of stories. This makes the children independent in finding different kinds of books, and gives them their first idea of the subject classification of books in a library.

IV. CARE OF BOOKS.

- A. How to take from the shelf (avoid tearing of back).
- B. How to replace on the shelf (avoiding crowding).

Grade V.**I. REVIEW CARE OF BOOKS.****II. DICTIONARY.****A. Definitions.****B. Pronunciation.****Suggestions for teaching.**

This lesson should be a continuation of the study of the dictionary begun in Grade IV. Abridged school dictionaries should be used.

III. CONTINUE LESSONS ON THE LOCATION OF BOOKS BY SUBJECT.**Grade VI.****I. DICTIONARY.****A. Special features.****1. Flags and arms of nations.****2. Proper names.****3. Plates.****Suggestions for teaching.**

The unabridged dictionary should be used in this grade. The teacher may give the lesson in connection with history or geography.

II. ENCYCLOPEDIA.**A. Use.****1. Comparison with dictionary.****B. Arrangement.****Suggestions for teaching.**

This instruction may be given when it becomes necessary for the pupil to use the encyclopedia in history or English classes. After an assignment that necessitates the use of the encyclopedia, the teacher may explain its arrangement, and the pupils will use it in finding desired material. If there is a school library with a librarian in charge, the pupils will be sent to the library for their reference work, and in that case the librarian will give the instruction.

III. LOCATION OF BOOKS BY SUBJECT, WITH NUMBERS.

Suggestions for teaching.

This lesson must be given in the library. Teach the classification numbers for subjects with which the pupils are familiar, *i.e.*, Natural Science — 500; Useful Arts — 600; Fine Arts — 700; Literature — 800; History — 900. Let them discover the numerical arrangement of books in a library.

Grade VII.

I. REVIEW WORK DONE IN GRADE VI.

II. REFERENCE BOOKS.

A. Atlas.

1. Use of index.
2. Map reading.

B. Who's Who in America.

1. Arrangement.
2. Use.

Suggestions for teaching.

The teacher may give this instruction when the need for use of these reference books comes in history or geography.

III. CLASSIFICATION.

Suggestions for teaching.

Review the location of books by subject. Let the pupils discover that books in a library are arranged first by number and then alphabetically by author. Explain the call numbers of books so that students will be able to understand the relation between the numbers on books and the numbers on the cards in the card catalog. This lesson leads up to the lesson on the card catalog.

IV. CARD CATALOG.

- A. Use.
- B. Arrangement.
- C. Kinds of cards.

Suggestions for teaching.

After the lesson on the card catalog, the pupils should be given problems in finding books in the library by author, title, or subject.

Grade VIII.

I. REVIEW CARD CATALOG.

II. READERS' GUIDE TO PERIODICAL LITERATURE.

- A. Use.
- B. Arrangement.
- C. Symbols.

- 1. Abbreviation for magazine name, volume, page, date.

Suggestions for teaching.

Topics requiring the use of magazines are given in English and history. Explain the use of the Readers' Guide and have the pupils use it in finding necessary material. This lesson should be taught in the library either by the teacher or the librarian.

III. REFERENCE BOOKS.

- A. Dictionary — complete use.
- B. Atlas.
- C. Encyclopedia.
- D. Who's Who.
- E. Who's Who in America.
- F. Century Dictionary of Names.
- G. Walsh: Curiosities of Popular Customs.
- H. Bartlett: Familiar Quotations.
- I. Harper: Encyclopedia of United States History.
- J. Harper: Dictionary of Classical Literature and Antiquities.

Suggestions for teaching.

Teach those reference books that are in the library and teach as need for them arises in class work.

NOTE. — For the benefit of the pupil whose school life may end with the eighth grade, teach the resources of the public library that he may use in every-day life, *e.g.*, newspapers, magazines, pamphlets, vocational books.

II. FOR HIGH SCHOOLS.

The following topics represent the minimum instruction in the high school. The topics should be incorporated into the English course and required of all pupils as an integral part of the work in English. The lessons should be begun early in the freshman year, not only that the pupils may utilize the knowledge thus obtained throughout the high school course, but also that pupils who drop out of school may have the knowledge for self-education after school days. At least eight lessons should be given during the first year. Two lessons will be needed for each of the topics A, C, and D. The reference books listed in topic B may be studied as the pupils need them, giving at least two periods during the first year for the more commonly used reference books and leaving others until later years.

The topics should be reviewed and developed during each of the subsequent years. Eight lessons during each year should be required. Reference also should be made to the lessons whenever there is need for help in using reference material. For example, it is essential that civics pupils understand how to use the Readers' Guide in order to find material in magazines. The reference books listed should be examined in the school library or the public library. If the pupil has had instruction in the grades, it should be systematized and enlarged in the high school.


At the end of each topic, sample problems are given. The problems given in the various years should not duplicate each other.

Topic A. Books and Libraries.

I. PUBLIC LIBRARY.

1. Purpose and value. Emphasize the fact that the library may provide means for continuing education throughout life.
2. Use. Comment briefly on library regulations.
3. Register for public library cards. This may wait until the end of the lesson.

II. THE BOOK.

1. Care of the book.
 - a. Opening the book.  (Publishers enclose directions with many new books.)
 - b. Make-up of books. With a book from which the cover has been removed, illustrate the structure of the book, emphasizing its delicacy and sensitiveness to hard usage. Comment on the effects of heat, cold, dampness, etc., on the glue. Draw conclusions from the class as to good and bad usage.
2. Printed parts of a book. (Based on observation of any textbook.)
 - a. Cover.
 - b. Title-page.
 - (1) Title.
 - (2) Author's name.
 - (3) Edition.
 - (4) Imprint (place and date of publication, publisher's name).
 - c. Copyright. Explain and comment on the importance of the copyright date over the date of publication.
 - d. Dedication.
 - e. Preface and introduction.
 - f. Table of contents.
 - g. Illustrations and maps.
 - h. Body of book.
 - i. Appendix.
 - j. Index. Give most of the time to a detailed explanation of the index. Contrast it with the table of contents.
 - (1) Definition and use.
 - (a) Meaning of word (index finger).
 - (b) Value.
 - (c) Scope.
 - (d) Arrangement.
 - (e) Place in book.

(2) Index of a set of volumes.

(a) General index in last volume, or

(b) Index in each volume and general index in last.

Problems.

1. Tell how the public library may help —
 - a. The business man and woman.
 - b. The high school boy and girl.
 - c. Every resident of the city.
2. Describe the structure of a book, and tell how a book should be cared for.
3. Give each pupil a subject to be looked up in the indexes of several books. These subjects should be so chosen as to illustrate the various types of page and volume references. Have the pupils note on paper the references to the subject, giving author, title, and copyright date of the book as well as the page and volume references.

Topic B. Reference Books.

The index idea may well be carried throughout the lessons. In the case of reference books the analogy is in the index arrangement of information. Define "reference" book. Take up with each book the field which it covers, arrangement of material, special features, how indexed, etc.

I. DICTIONARIES. Comparison of those in library or school, — Webster, Standard, Century.

II. ENCYCLOPEDIA.

1. General encyclopedias.
 - a. Difference between dictionary and encyclopedia.
 - b. The most used encyclopedias. (Teach one thoroughly, comment on the others.) Britannica, New International. Emphasize the treatment of material (popular, readable, reliable, exhaustive). Where published, bibliographies, illustrations, and maps.

2. Special encyclopedias and handbooks. (This list is too long for one lesson. The reference books may be studied as the pupils need them, giving at least two periods during the first year for the more commonly used reference books and leaving others until later years.)

- a. Statesman's Year Book.
- b. World Almanac.
- c. Congressional Directory.
- d. State Manual.
- e. City or town reports.
- f. Who's Who.
- g. Who's Who in America.
- h. Century Cyclopedia of Names.
- i. Brewer: Readers' Handbook.
- j. Brewer: Dictionary of Phrase and Fable.
- k. Gayley: Classic Myths.
- l. Bartlett: Familiar Quotations.
- m. Lippincott's New Gazetteer.
- n. Granger: Index to Poetry and Recitations.
- o. Atlas. Use those at hand, emphasizing map reading. Note that atlases are historical, general, special.

Problems.

- 1. Ascertain the *kinds* of information that can be found about a word in Webster's Unabridged Dictionary.
- 2. Look up topics in reference books covered by a lesson on the use of books and libraries, *e.g.*, find a summary of the present copyright law of the United States.

Topic C. Reader's Guide to Periodical Literature.

(Index to magazines.)

- I. VALUE OF MAGAZINE articles as reference material on current topics.
- II. MAGAZINES, how issued. Show with individual numbers that each is a definite part of a definite volume. Show bound volume complete.

III. INDEXES.

1. How issued and cumulated.
2. Arrangement.
3. Information given under each entry. Some discussion of magazines themselves is interesting if pupils are familiar with them. Show various types of magazines, *i.e.*, literary, social, reviews, special topics, popular, technical. Give some standards for judging the grade of a magazine. Class discussion of magazines read, however poor the grade, may be of value if the standards of good magazines are applied to measure them.

Problems.

1. Find what constitutes a volume of a magazine.
2. Look up subjects in Readers' Guide. The pupil should note on paper, in good form, the subject looked up — followed by the full index entry — in each case.

Topic D. Catalog and Classification.

The index to a library.

I. CLASSIFICATION.

1. Definition.
2. Reason for system of arrangement of books. (Finding of information promptly.)
3. Form of classification. Teach the form in local use, which will probably be the Dewey Decimal system. Dewey system classifies books by subject. The Dewey system divides all knowledge into ten general classes, and assigns to them the numbers from 000 to 900. The ten general classes are: —

- 000 General works (reference books).
- 100 Philosophy.
- 200 Religion.
- 300 Sociology.

- 400 Language.
- 500 Science.
- 600 Industrial arts.
- 700 Fine arts.
- 800 Literature.
- 900 History, travel, and biography.

If possible have outlines subdivided to tens in hands of pupils during the lesson. Illustration of how a class is subdivided: —

- 800 Literature.
- 810 American literature.
- 820 English literature.
- 830 German literature.
- 840 French literature.

4. "Call numbers" are put on back of books. Call numbers consist of two parts: the class number, showing the subject of the book; and the author number, indicating the author, *e.g.*, Brown B28. Botsford's Ancient History, 930 Ancient History, B65 Botsford. Exceptions to use of call number are fiction — usually without number, arranged alphabetically by author; biography — usually B for class number, with author number indicating person written about; reference — usually has R preceding the call number.

5. Arrangement on shelves.

From left to right.

Top to bottom.

By numbers, first by class numbers, then author,
e.g.: —

930	930	930	900.3	932	
B65	C32	F36	A31	A33	etc.

II. CATALOG. Catalog teaching must be adapted to type of catalog at hand. In general emphasize —

1. Dictionary arrangement.
2. Author } entries.
 Subject }
 Title }
3. Reference cards.
4. Connection between call number and location on shelves. Will need to teach only principles of *using*, as distinguished from principles of catalog *making*.

Problems.

1. (a) Where is the "call number" to be found on a book? On a catalog card?
 (b) Of what does it consist?
2. Prepare on cards sets of questions to be looked up in the catalog. Each set should provide for one book to be looked up under its author, one under the title, one under the subject, and one question to illustrate the use of a cross reference card. There should be as many sets of questions as there are pupils in the class. The information found may be noted on paper by the pupil and passed in to the librarian or teacher.



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III. SUGGESTED AIDS IN PREPARING LESSONS.

Dewey. Decimal classification.

Fay, L. E., and Eaton, A. T. Instruction in the use of books and libraries. Bost. Bk. Co.

Hichler, Theresa. Cataloging for small libraries. A. L. A.

Hopkins, F. M. Reference guides that should be known and how to use them. Willard.

Rice, A. L. Outlines in dictionary study for fourth, fifth, sixth, and seventh grades. Gregg Pub. Co.

Ward, G. O. Practical use of books and libraries. Bost. Bk. Co.

More complete outlines on the teaching of library lessons may be found in —

Rice, O. S. Lessons on the use of the school library, issued by C. P. Cary, State Superintendent, Madison, Wis.

Ward, G. O. Suggestive outlines and methods for teaching the use of libraries. Faxon.

Wiswell, L. O. How to use reference books. Am. Bk. Co.